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This basic audiolingual course in standard Swahili appears in six volumes. Lesson Units 1-56. Units consist of a "blueprint" prefatory page outlining the phonological, morphological, and syntactic structures and new vocabulary to be presented: perception drills: Swahili dialog with cartoon guides and English translation: pattern and recombination drills: situational application: generalization of the sound features and language structures practiced: and cultural notes. Provision is made for oral and written assignments. The material is intended for classroom use in the Defense Language Institute's intensive program, and is designed to train native English language speakers to Level 3 proficiency in comprehension, speaking, reading, and writing Swahili. (Native-speaker proficiency is Level 5.) (AMM)

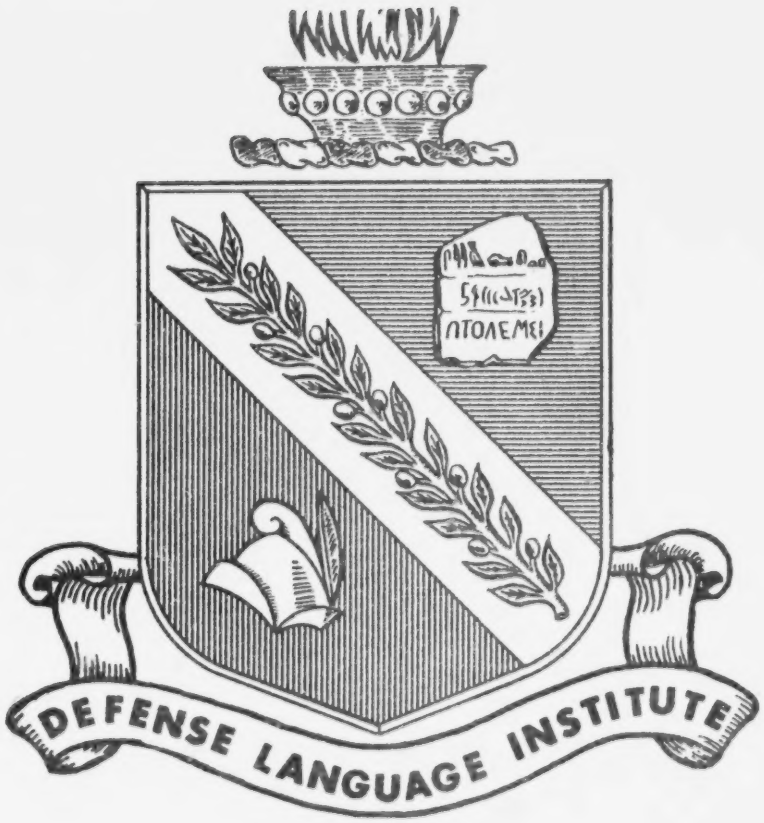
DEFENSE LANGUAGE INSTITUTE

SWAHILI

BASIC COURSE

VOLUME I
LESSONS 1-14

AL 002 124



DEPARTMENT OF DEFENSE

S W A H I L I

Basic Course

Volume I

Lessons 1 - 14

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DEFENSE LANGUAGE INSTITUTE

PREFACE

The Swahili Course, consisting of 145 lessons in 10 volumes, is one of the Defense Language Institute's Basic Course Series. The material was developed at the Defense Language Institute and approved for publication by the Institute's Curriculum Development Board.

The course is designed to train native English language speakers to Level 3 proficiency in comprehension and speaking and Level 3 proficiency in reading and writing Swahili. The texts are intended for classroom use in the Defense Language Institute's intensive programs employing the audio-lingual methodology. Tapes accompany the texts.

All inquiries concerning these materials, including requests for authorization to reproduce, will be addressed to the Director, Defense Language Institute, U. S. Naval Station, Anacostia Annex, Washington, D. C. 20390.

C. W. Chaney

C. W. CHANEY
Colonel, U.S. Army
Director

C O N T E N T S

INTRODUCTION

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A BRIEF INTRODUCTION TO SWAHILI

Swahili has become one of the major languages of Africa. It is a lingua franca serving scores of tribes in the whole of East Africa and the Eastern Congo. It is understood by many along the borders of Rhodesia, Nyassaland, Mozambique, the north-west coastal strip of Madagascar, portions of the Somalia coast, and on the islands between the mainland and Madagascar, which include Zanzibar.

South of the Sahara, stretching through the Congo Basin, through Angola, through the whole of East Africa, and through the Rhodesias, Mozambique, down into Zululand and Xhosa in South Africa, the tribes are almost all Bantu tribes. The Bantu dialects and languages have a very characteristic morphological structure of their own, juxtaposing and agglutinative in nature. Many basic lexical items are related:-

	person	people	tree	hand
Swahili (E. Africa)	mtu	watu	mti	mkono
Congo Swahili	mutu	watu	muti	mukono
Luganda (north)	omuntu	abantu	omuti	omukono
Chagga (T.T.)	mdu	wandu	mri	kuwoko
Zulu (far south)	umuntu	abantu	umuti	umukono
Herero (south west)	omundu	ovandu	omuti	omukono

Swahili is a Bantu language, and as a lingua franca it has assimilated many words from other languages, including a fair number from Arabic and English. Because of the many tribal languages, Swahili is of necessity THE language of inter-tribal communication, and in our era of civilization, it is the language of culture, education, and communication serving a vast portion of Africa, apart from some European language.

According to the latest census estimates published in 1961, the population of Swahili areas and countries is as follows:-

Tanganyika	8.9 million
Kenya	6.5 "
Uganda	6.5 "
Ruanda-Urundi	4.5 "
Republic of Congo	14.0 "
	40.0 million

Allowing for about a third of the Congo population understanding and speaking Swahili, but including fringe areas of neighboring countries, the coast line, Zanzibar and other islands, one can estimate that the Swahili language can well serve some 30 to 40 million inhabitants in Africa. The differences between the Standard Swahili as used in East Africa and the Congo Swahili (Kingwana) are negligible.

It must be remembered that Swahili is a second language to most natives of East and Central Africa. Their tribal dialect or language, and there are scores of these, is their first language until they go to school and there switch over to Swahili. Inter-tribal contact and trading requires some knowledge of Swahili. For many years the Inter-territorial Swahili Language Committee has sought to standardize the Swahili language in East Africa, so that when it is used in the schools and by the press it can serve more effectively as the great lingua franca which it is. This Committee has done a very commendable job, both in Swahili research and in standardizing the language. The lessons presented in this course are in the Standard Swahili.

The East African territories of Kenya, Tanganyika, Uganda, and Zanzibar have been under the British flag for most of this past century. In the comparatively short time of the past 30 to 40 years, the British government has exerted great influence, developing East Africa, educating its peoples, and contributing in a great measure to the general progress of the people, so that now they are able to take their place among the independent nations of the world. Tanganyika achieved

her independence in December, 1961, and Uganda in October, 1962. Kenya and Zanzibar will not be long in doing the same. It is required of every Civil Service employee to have a good knowledge of the Swahili language, thus this language has contributed in its own subtle way to the progress of these countries. Nor must the work of Christian Missions be under-estimated.

In the September 7, 1962, issue of the "East African Standard" published in Nairobi, there appeared a front-page feature Swahili now the Language, stating:

"Swahili is to be used at most official functions from now on in Tanganyika. The Prime Minister, Mr. Kawawa, said in a broadcast last night that Swahili would normally be used at all State and public functions when Ministers and other Members of the Government were the speakers. This would come into effect immediately.

"Then on December 10, when we have become a republic, our first president will deliver his speech to the National Assembly in our own national language."

It has also been officially proclaimed as the national language of Katanga and Zanzibar.

Geographically, East Africa has much to offer in diversity of climate and natural beauty. From the

snow-capped mountains of Kilimanjaro (19,500 ft.) in Tanganyika, and Mt. Kenya (17,058 ft.) in Kenya, to the plains, the lowlands and jungle areas where the wild animals roam, one has a great variety from which to choose. Most of the inhabitants live in the pleasant highlands, and it is in these that most of the development has taken place. The cities are becoming more modernized, and such large cities as Nairobi, capital of Kenya; Dar es Salaam, capital of Tanganyika; and Kampala, capital of Uganda, boast large populations, modern conveniences, fine buildings, excellent hotels, and attractive suburban residential areas.

The peoples of East Africa for the most part are native Africans at various stages of development and civilization. There is a large number of Indians from India there, besides a goodly number of Arabs and Europeans. Among the predominantly Bantu tribes there exist a few tribes of Nilotic origin. These include the war-like Masai, the Luo and a few others. There is also a small remnant of the original inhabitants, the Bushmen, still to be found in Tanganyika. These are the Sandawe and the Hatsa. Their language is the interesting click language related to that of the Hottentots.

East Africa could possibly be also the cradle, or one of the cradles of the beginning of man. The recent findings by the noted archeologist and anthropologist, Dr. L.S.B. Leakey, are startling. In the Olduvai Gorge at the edge of the Great Rift Valley in Tanganyika, Dr. Leakey found fossils, a skull and other items representing a man who lived there more than 600,000 years ago. He has been named Zinjanthropus boisei, and is considered to be the earliest known man.

DISTRIBUTION OF AFRICAN LANGUAGES

SWAHILI BASIC COURSE

LESSON 1

SKULI

1. EXPRESSION STRUCTURE

a. **Phonemes**: Similar to English /t/, /d/, /b/, /k/, /l/, /h/, /m/, /n/, /s/, /z/, /y/, /w/, /a/, /e/, /i/, /o/, /u/.

Clusters: /mt/, /mw/, /kw/.

Supra-segmentals: (i) No vowel obscuration.
(ii) Fixed stress on the penultimate syllable.
(iii) Intonation, questions.

b. **Morphemes**: (i) Singular prefix for Wa Class, M, MW.
(ii) Demonstrative 'huyu' (this).
(iii) Non-inflected 'ni' (am, is, are) and the negative 'si'.
(iv) Pronouns: mimi, wewe, yeye.

c. **Syntax**: (i) A statement turned into a question retains the same word order.
(ii) When interrogatives are used they are often in a final position, and not initial as in English.

2. CONTENT STRUCTURE

a. **Situational setting**: (i) Classroom activities.
(ii) African family (situational picture).

b. **Cultural aspect**: Scene from African family life.

c. **Lexical items**:

mimi	(I)	mwalimu	(teacher)
wewe	(you)	mwanafunzi	(student)
yeye	(he, she)	baba	(father)
huyu	(this)	mama	(mother)
nani?	(who?)	mtoto	(child)
ndio	(yes)	salamu	(greetings)
la	(no)	kwa heri	(good bye)
ni	(am, is, are)	na	(and)
si	(am not, etc.)		

1st PERIOD | PERCEPTION DRILL | LESSON 1

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 5 vowels in utterances - no significant obscuration.

/a/	/e/	/i/	/o/	/u/
baba	wewe	mimi	mtoto	huyu
mama	yeye	nani	ndio	mwalimu
mwanafunzi		mwalimu		salamu
nani	heri	heri		mwanafunzi
salamu		ni		
kwa		si		

2. Drill on Clusters

/mt/	/mw/	/kw/
mtoto	mwalimu	kwa heri
	mwanafunzi	

3. Drill on the fixed stress which is on the next to the last syllable.

mtóto, mwalímu, húyu, mwanafúnzi, kwa héri, náni?

mímí, wéwe, yéye, bába, máma, ndío, salámu, etc.

4. Drill on intonation.

Statement: Wéwe ni mwalímu. 2 - 3 - 1 ↘

Question: Wéwe ni mwalímu? 1 - 2 - 3 ↗

Step 3. Association of utterances with their referents, (situational stimuli.) Further imitation and repetition.

1. Drill

a.	Huyu ni baba.	Huyu ni mama.
	Huyu ni mtoto.	Huyu ni mwanafunzi.
	Huyu ni Ali.	Huyu ni mwalimu.
b.	Baba na mama.	Mama na mtoto.
	Baba na mtoto.	Mama na baba.
	Mwalimu na baba.	Mwalimu na mama.
	Mwanafunzi na baba.	Mwanafunzi na mama.
c.	Baba na mwalimu.	Mama na mwalimu.
	Baba na mwanafunzi.	Mama na mwanafunzi.
	Mwalimu na mtoto.	Mwalimu na mwanafunzi.
	Mwanafunzi na mtoto.	Mwanafunzi na mwalimu.
d.	Huyu nani?	Huyu nani?
	Ni baba.	Ni mama.
	Huyu nani?	Huyu nani?
	Ni mtoto.	Ni mwanafunzi.
	Huyu nani?	Huyu nani?
	Ni mwalimu.	Ni Ali.

2. Repetition of above drills with particular stress on intonation and fixed stress.

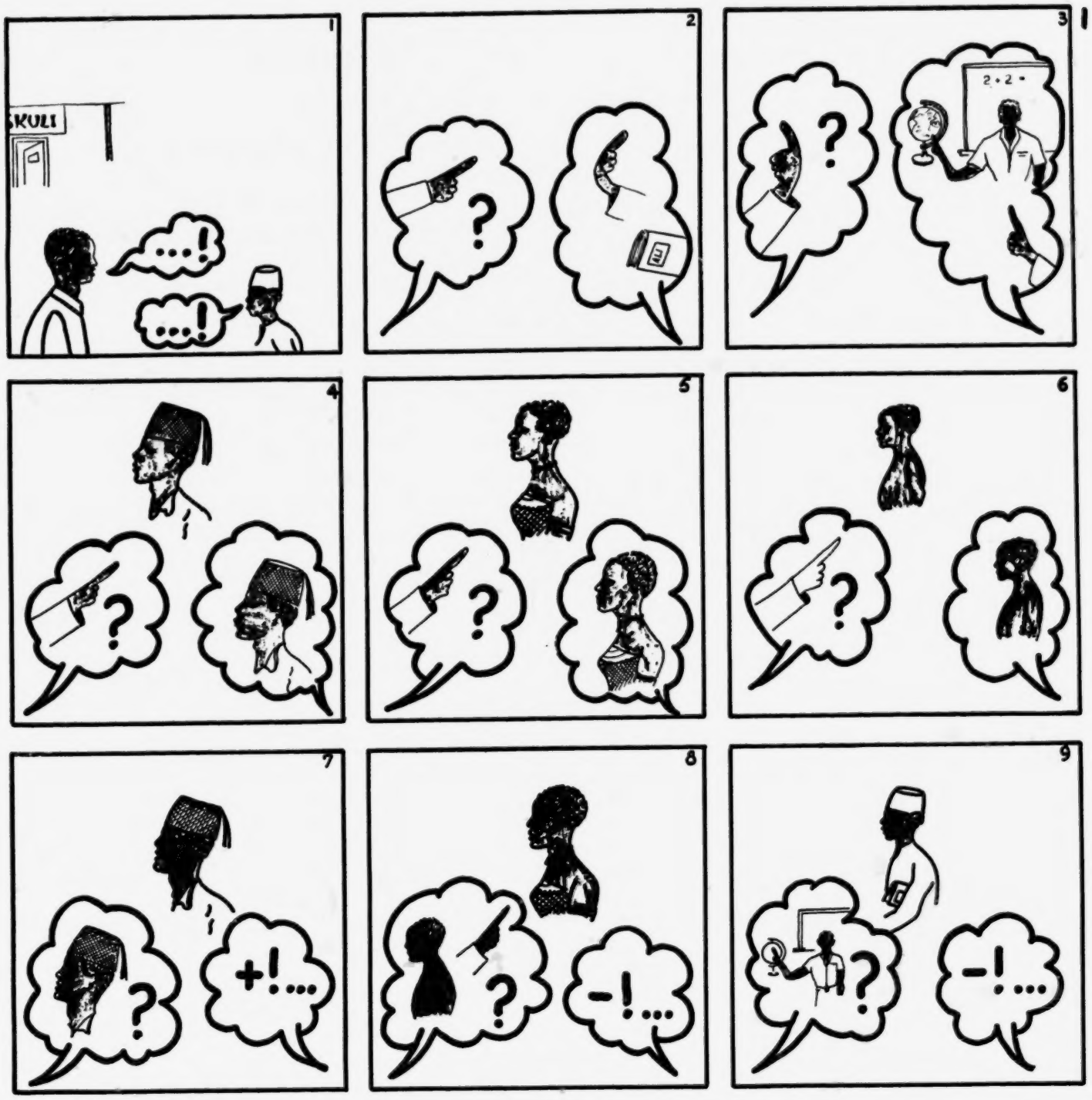
Hùyu náni?	Hùyu ni mtóto.
Hùyu ni mwalímu?	Ndío, ni mwalímu.
Mwanafúnzi na máma.	Mwalímu na mwanafúnzi.
Mtóto ni mwanafúnzi.	Bába na máma.
Mímí na wéwe.	Wéwe na mímí.
Wéwe na yéye.	Yéye na wéwe.

2nd PERIOD | SWAHILI DIALOGUE | LESSON 1

Note: The dialogue will be presented with the aid of the cartoons. It is to be acted out as far as possible. The goal is semantic perception and native-like sound production.

1.	Salamu!	Salamu!
2.	Wewe nani?	Mimi ni mwanafunzi.
3.	Mimi nani?	Wewe ni mwalimu.
4.	Yeye nani?	Yeye ni baba.
5.	Huyu nani?	Ni mama.
6.	Na huyu nani?	Ni mtoto.

7.	Huyu ni baba?	Ndio, ni baba.
8.	Huyu ni mtoto?	La, ni mama.
9.	Yeye ni mwalimu?	La, si mwalimu, ni mwanafunzi.
10.	Kwa heri!	Kwa heri!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1. Greetings!	Greetings!
2. Who are you?	I'm a student.
3. Who am I?	You are a teacher.
4. Who is he?	He is a father.
5. Who is this?	A mother.
6. And who is this?	A child.

---

7. Is this father?	Yes, it is father.
8. Is this a child?	No, it is mother.
9. Is he a teacher?	No, not a teacher, a student.
10. Good bye!	Good bye!

Step 1.

1. **Repetition Drill**

Mimi ni mwalimu.	Mimi ni mwalimu.
Wewe ni mwalimu.	Wewe ni mwalimu.
Yeye ni mwalimu.	Yeye ni mwalimu.
Huyu ni mwalimu.	Huyu ni mwalimu.

2. **Substitution Drill**

a. Mimi ni -----.

mwalimu, mwanafunzi, baba, mama, mtoto.

Wewe ni -----.

baba, mama, mtoto, mwanafunzi, mwalimu.

Yeye ni -----.

mtoto, baba, mama, mwalimu, mwanafunzi.

Huyu ni -----.

mtoto, baba, mama, mwalimu, mwanafunzi.

b. ----- ni mwalimu.

mimi, wewe, yeye, huyu.

(Other nouns can be substituted for mwalimu.)

Step 2. **Language lab session (if applicable)**

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. **Homework assignment (recorded)**

a. Dialogue.
b. Pattern drill.

4th PERIOD (First hour in the morning) LESSON 1

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. Huyu nani? Ni mtoto.
Huyu nani? Ni baba.
Huyu nani? Ni mama.

b.

Cue	1st Student	2nd Student
baba	Huyu nani?	Ni baba.
mwalimu	Huyu nani?	Ni mwalimu.
mwanafunzi	Huyu nani?	Ni mwanafunzi.

The following drills should be treated as in (a) and (b) above.

c. Mimi nani? Wewe ni mwalimu.

Ali, mwanafunzi, baba, mama, mtoto.

d. Wewe nani? Mimi ni mwanafunzi.

mwalimu, baba, mtoto, mama.

e. Yeye nani? Yeye ni mwalimu.

mtoto, mwanafunzi, Ali, mama, baba.

f. Huyu ni baba? Ndio, ni baba.

mtoto, mama, mwanafunzi, Ali, mwalimu.

Note: If facilities are available this period can be scheduled for a language lab session.

1. Repetition Drill

a. Huyu ni mtoto.

baba, mama, mwalimu, mwanafunzi.

b. Wewe ni mama.

mtoto, mwalimu, baba, mwanafunzi.

c. Mimi ni mwanafunzi.

mama, mwalimu, mtoto, baba.

d. Yeye ni mwalimu.

mwanafunzi, mtoto, mama, baba.

2. Patterned Response Drill

a. Wewe ni mtoto? Ndio, mimi ni mtoto.

mwalimu, baba, mwanafunzi, mama.

b. Mimi ni mwalimu? Ndio, wewe ni mwalimu.

baba, mtoto, mama, mwanafunzi.

c. Wewe ni mtoto? La, mimi ni mama.

baba, mwalimu, mwanafunzi, mama.

d. Huyu ni mwalimu? La, huyu ni mwanafunzi.

mtoto, mama, baba, mwalimu, mwanafunzi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Salamu, mwanafunzi! Salamu, mwalimu!

Wewe ni mwanafunzi na mimi ni mwalimu.

Huyu ni mtoto na mama. Na huyu ni baba.

Kwa heri, mwalimu! Kwa heri, mwanafunzi!

Step 2. Questions based on the above narration:

Wewe ni mwanafunzi? Ndio, mwalimu.

Wewe ni mwalimu? La, ni mwanafunzi.

Mimi ni mwalimu? Ndio, ni mwalimu.

Huyu ni baba? Ndio, huyu ni baba.

Huyu ni mama? Huyu ni mama.

Huyu nani? Huyu ni mtoto.

Step 3. Language lab session of 15 - 20 minutes.

I. In this lesson you have been introduced to some of the sound features of Swahili. You have had no special difficulty with those sounds which are similar to your native language; but the sounds which are different from English, however, have appeared to you as rather strange.

Let us discuss some of these:

1. One of the difficulties for a student whose native tongue is English is to produce different kinds of vowel sounds in syllables which are not stressed or accented.

2. Another feature different from English is the Swahili stress or accent pattern. The Swahili stress doesn't move, it is fixed. It always falls on the next to the last syllable.

3. In Swahili the word order is identical for both the question and the statement; the only thing that changes is the intonation; which is the rise and fall of the voice as we speak.

4. Most of the "English" consonant sounds will be accepted in Swahili, although there will be some small differences which we will go into later on. However, there are specific differences between English and Swahili vowel sounds. First, the number of significant vowel sounds is greater in English. Second, generally speaking, there is a difference in production also.

5. There are a large number of consonant clusters in Swahili and you will probably have difficulty in pronouncing some of them at the beginning of a word.

II. Some features of Swahili language structure.

1. The 'pointing out word' (demonstrative) huyu is used to point out living beings only. This is the singular form, and it means 'this'. It follows the noun.

Mtoto huyu. This child.

2. The short Swahili word ni is a form of the verb 'to be', and is used this way only in the present tense. It does not vary in form when used with one or many, male or female.

	am	(I am)
NI	is	(he is, she is)
	are	(you, we, they are)

Furthermore, this word denotes existence (being), i.e. being well, being sick, being big or small, etc. It is not used to help out (auxiliary) another action word, as for example: I am going, he is sitting, etc.

3. Word order in a sentence is sometimes different from the English.

a. When a statement is turned into a question, the same word order is retained. The difference between the two would be in intonation. This is not so in English.

Huyu ni mtoto.	This is a child.
Huyu ni mtoto?	Is this a child?

b. When a question word (interrogative) is used, it is often at the end of a sentence. This is not so in English.

Huyu ni nani?	Who is this? (Lit. This is who?)

III. Cultural Note

African family life is as a rule fairly closely knit. In Christian homes the husband has one wife, but in pagan or Muslim homes there are often more wives if the husband can afford them. A bride price has to be paid, and this is often quite high. A wealthy pagan chief may acquire around 20 - 30 wives.

SWAHILI BASIC COURSE

LESSON 2

LESSON 2

1. EXPRESSION STRUCTURE

a. Phonemes: Different from English: None.

Clusters: /mk/, /mr/, /mf/, /mz/.

Supra-segmentals: (i) No vowel obscuration.
(ii) Fixed stress.
(iii) Intonation.

b. Morphemes: Adjectives, their concordial agreement.

c. Syntax: Adjectives always follow the noun they qualify.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) African family scene.

b. Cultural aspect: Scene from African family life.

c. Lexical Items:

-zima	(well, whole)
-refu	(tall, long)
-fupi	(short)
-kubwa	(big, large)
-dogo	(small, little)
-zuri	(good, nice)
mtu	(person)
Mswahili	(Swahili person)
Mkikuyu	(Kikuyu person)
asante	(thank you)
hata	(and also, even)
pia	(also)

1st PERIOD | PERCEPTION DRILL | LESSON 2

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 5 vowels - no obscuration.

/a/	/e/	/i/	/o/	/u/
mzima	mrefu	mzima	mdogo	mrefu
mkubwa	asante	mfupi	mtoto	mkubwa
asante	wewe	Mswahili		mtu
hata	yeye	Mkikuyu		Mkikuyu
pia		pia		

2. Clusters

/mz/ mzima, mzuri
/mr/ mrefu
/mf/ mfupi
/mk/ mkubwa, Mkikuyu

3. Fixed stress on the penultimate syllable.

Lexical items will be given to illustrate this:

mzíma, mréfu, mfúpi, mkúbwa, mdógo, mtu, Mswahíli Mkikúyu, asánte, háta, pía.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

1. Drill

a. Mtoto mfupi.
Mtoto mdogo.
Mtoto mkubwa.

b. Baba mkubwa.
Baba mrefu.
Baba mfupi.

c. Mkikuyu mrefu.
Mkikuyu mfupi.
Mkikuyu mkubwa.

d. Mswahili mdogo.
Mswahili mrefu.
Mswahili mkubwa.

e. Mtoto ni mzima.
Baba ni mzima.
Mama ni mzima.
Mwalimu ni mzima.
Mwanafunzi ni mzima.

f. Mama mfupi.
Mama mrefu.
Mama mdogo.

g. Mwalimu mkubwa.
Mwalimu mrefu.
Mwalimu mdogo.

h. Mtu mkubwa.
Mtu mdogo.
Mtu mrefu.

i. Mtu mfupi.
Mtu mzuri.
Mtu mkubwa.

j. Asante, mama.
Asante, mwalimu.
Asante, baba.
Asante, mtoto.
Asante, mwanafunzi.

2. Repetition of above drills with particular attention to intonation and fixed stress.

a. Hùyu ni mtu mréfu?
Ndío, ni mtu mréfu.
Hùyu ni máma mdógo?
Ndío, ni máma mdógo.
Hùyu ni mwalímu mfúpi?
Ndío, ni mwalímu mfúpi.
Hùyu ni mtóto mdógo?
Ndío, ni mtóto mdógo.
Hùyu ni bába mkúbwa?
Ndío, ni bába mkúbwa.
Hùyu ni mwanafúnzi mdógo?
Ndío, ni mwanafúnzi mdógo.

b. Asánte, mwalímu. Mwalímu ni mzíma?
Asánte, bába. Bába ni mzíma?

1. Salamu, Ali!

   Salamu, mwalimu!

2. Baba ni mzima?

   Ndio, baba ni mzima.

3. Hata mama?

   Ndio, mama ni mzima pia.

4. Baba ni mtu mrefu?

   Yeye ni mtu mrefu.

5. Mama ni mfupi?

   Ndio, na mimi ni mtoto mdogo.

6. Nani ni mtu mkubwa?

   Mwalimu ni mtu mkubwa.

7. Baba ni Mswahili?

   Ndio, ni Mswahili. Na wewe?

8. Mimi ni Mkikuyu.

   Asante, mwalimu.

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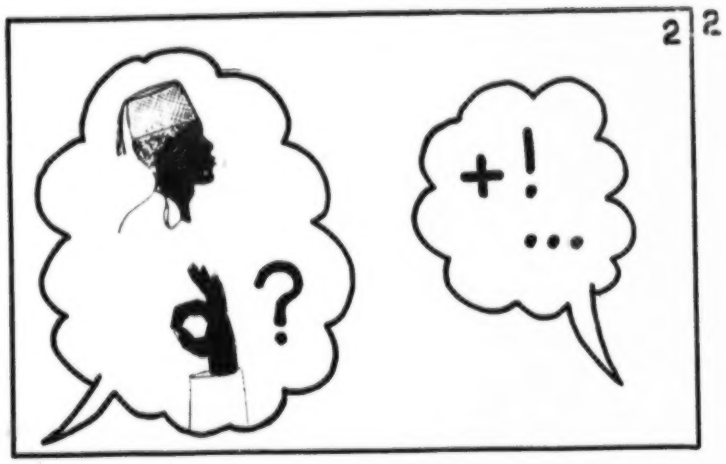
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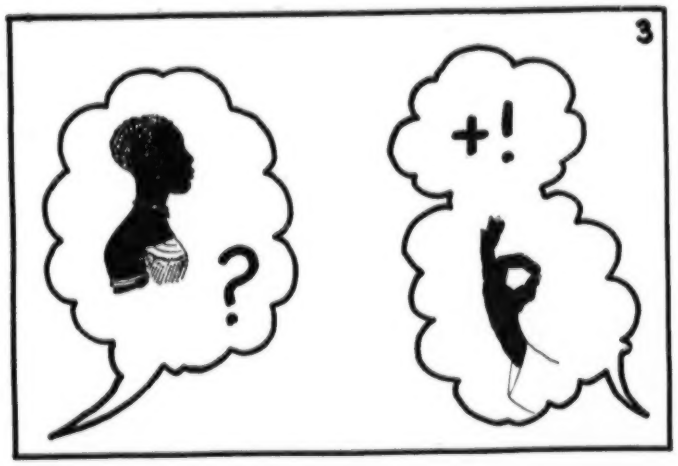
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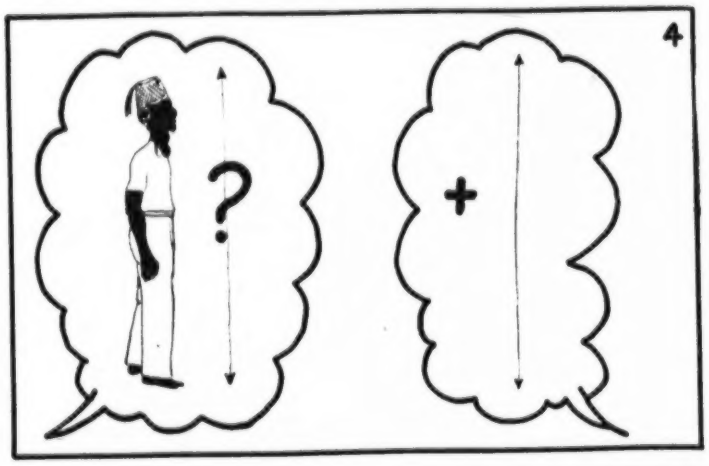
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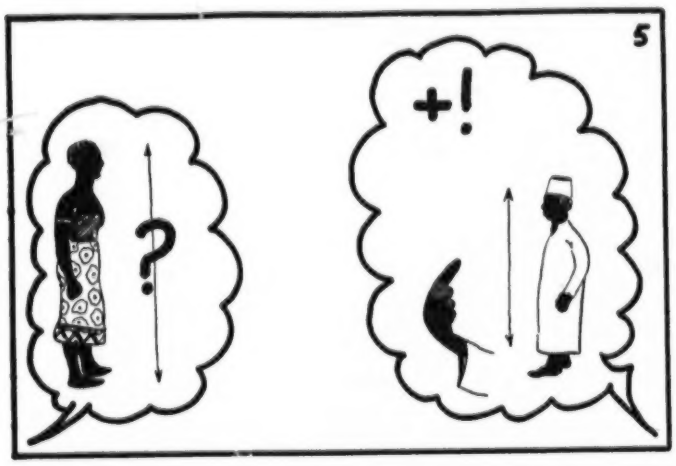
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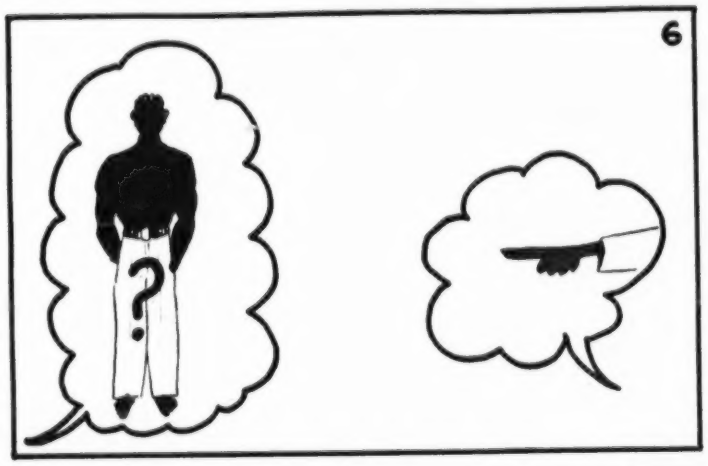
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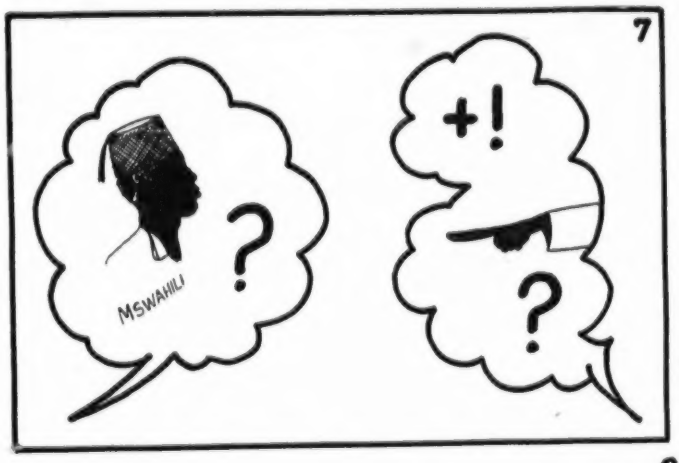
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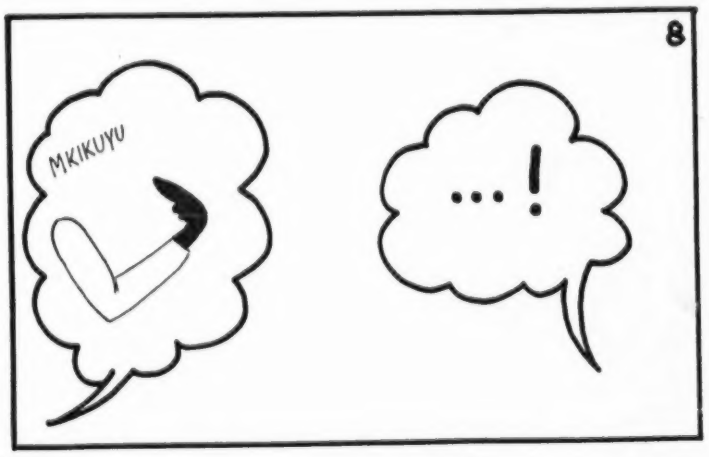
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MKIKUYU
...!

1. Greetings, Ali!

   Greetings, teacher!

2. Is (your) father well?

   Yes, father is well.

3. And (your) mother also?

   Yes, mother is also well.

4. Is (your) father a tall person?

   He is a tall person.

5. Is (your) mother short?

   Yes (she is), and I am a small child.

6. Who is a big person?

   The teacher is a big person.

7. Is (your) father a Swahili?

   Yes, he's a Swahili. And you?

8. I am a Kikuyu.

   Thank you, teacher.

Step 1.

1. Repetition Drill

Mwalimu mrefu. Mwalimu mrefu.

mwanafunzi, Mswahili, mtoto, mama, Mkikuyu.

2. Substitution Drill

a. Mwalimu -----. Mwalimu mrefu.

mfupi, mzuri, mbaya, mkubwa, mdogo.

(Other nouns can be substituted for 'Mwalimu'.)

b. ------- mrefu. Mkikuyu mrefu.

Mswahili, baba, mtoto, mwanafunzi, mwalimu.

(Other adjectives can be substituted for 'mrefu'.)

c. Baba -- -----. Baba ni mfupi.

Ali, mtoto, mwalimu, Mswahili, Mkikuyu, mwanafunzi.

(Other adjectives can be substituted for 'mfupi'.)

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 2

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. Baba ni mzima? Ndio, baba ni mzima.

mama, mtoto, mwalimu, Mswahili, mwanafunzi, Mkikuyu.

(Other adjectives can be substituted for 'mzima'.)

b.

Cue	1st student	2nd student
Baba	Baba ni mzima?	Ndio, baba ni mzima.
mama, mwalimu, mtoto, Mswahili, mwanafunzi, Mkikuyu.		

c. Baba ni mrefu? Ndio, ni mrefu.

mkubwa, mfupi, mzima, mdogo, mbaya, mzuri.

(Other nouns can be substituted for 'Baba'.)

d. Baba ni mrefu? La, si mrefu.

Mkikuyu, mkubwa, mdogo, mzima, Mswahili.

e. Mama ni Mswahili? La, mama si Mswahili.

baba, mwalimu, Mkikuyu, mtoto.

5th PERIOD RECOMBINATION DRILL LESSON 2

Note: If facilities are available this period can be scheduled for a language lab session.

1. Repetition Drill

a. Huyu ni mtoto.

mama, mwalimu, Ali, Mswahili, mwanafunzi.

b. Mtoto ni mzima.

baba, mama, mwanafunzi, Mkikuyu, mwalimu.

(Other adjectives can be substituted for 'mzima'.)

c. Mtoto mdogo ni mzima.

mama, mwalimu, Mkikuyu, Mswahili.

(Other adjectives can be substituted for 'mdogo'.)

2. Patterned Response Drill

a. Huyu ni mtoto? Ndio, ni mtoto.

mwalimu, mwanafunzi, Ali, baba, Mkikuyu.

b. Huyu ni mtoto mdogo? Ndio, ni mtoto mdogo.

mkubwa, mzuri, mfupi, mrefu, mbaya.

(Other pronouns can be substituted for 'huyu'.)

c. Mtoto ni mzima? Ndio, mtoto ni mzima.

mama, baba, mwalimu, Ali, mwanafunzi.

d. Mtoto ni mzima? La, mtoto si mzima.

baba, mama, Mswahili, Mkikuyu, Ali.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Mtu huyu ni Mswahili. Yeye ni baba. Na yeye ni mtu mrefu pia. Mama ni mfupi. Baba ni mzima, hata mama ni mzima. Mtoto mdogo ni mwanafunzi. Mtu mkubwa huyu ni Mkikuyu. Yeye ni mwalimu.

Step 2. Questions based on the above narration:

Baba ni mrefu?	Ndio, yeye ni mrefu.
Mama ni mrefu pia?	La, yeye ni mfupi.
Mtoto mdogo ni nani?	Mtoto ni mwanafunzi.
Mwalimu ni Mswahili?	La, mwalimu ni Mkikuyu.
Nani ni Mswahili?	Baba ni Mswahili.
Mkikuyu ni mdogo?	La, yeye ni mkubwa.
Nani ni mdogo?	Ni mtoto, yeye ni mwanafunzi.
Mama ni mzima?	Ndio, mama ni mzima.

Step 3. Language lab session of 15 - 20 minutes.

I. Sounds of Swahili

No new sounds have been introduced in this lesson, but there are a few new initial consonant clusters. These were explained in the previous lesson. You will notice that all these clusters begin with an 'm', and so glide from a closed lip position as if you were humming, into the consonant which follows.

Take special note of the word 'mtu', notice that the 'm' is stressed because it has become a syllable in the penultimate (next to last) position. Be careful not to slip in a vowel sound before or after the 'm', but keep the stressed 'm' sound pure. Listen to your instructor and imitate him in pronouncing /m̩tu/.

II. Notes on Language Structure

1. (a) A word which qualifies or describes (adjective) a person or thing (noun) always <u>follows</u> the noun. This is not so in English.

Mtoto <u>mdogo</u>.	A <u>small</u> child. (Lit. A child <u>small</u>.)

(b) Study and compare the following examples:-

Mtoto mdogo.	A small child.
Mtoto ni mdogo.	The child is small.
Mtoto mdogo ni mzima.	The small child is well.

(c) Note that these describing words (adjectives) have a beginning (prefix) m. This is a singular prefix which shows that the adjective is in agreement with a group of nouns denoting living beings.

<u>M</u>toto <u>m</u>zuri.	A good child.

2. In Swahili there is no equivalent for the small words 'a' and 'the' and so no such words are used.

<u>A</u> teacher.	Mwalimu.
<u>The</u> teacher.	Mwalimu.

III. Cultural Note

Two words have been used in this lesson: Mkikuyu and Mswahili. These indicate a person belonging to these respective tribes. There are many tribes living in East Africa, and each tribe has a special dialect or language. For the most part these languages are related and belong to the Bantu family of languages. The Swahili language is the great lingua franca which is used by all the tribes (see Introduction).

The Kikuyu people live in Central Kenya, mainly in the region between Nairobi and Mt. Kenya (17,058 ft.). Nairobi is the thriving capital of Kenya. The Kikuyu are a progressive people, engaging in agriculture and trade.

The Swahili are a coastal people. The word 'Suahil' is the Arabic name for 'coast', and that is where the word 'Swahili' came from. The Swahili are not a distinct tribe as they have inter-married with many other tribes, including Arabs. They are for the most part traders, and some are fishermen. Due to Arabic influence they are mostly Muslims by faith. For centuries civilization came to East Africa by way of the East Coast, the Swahili language went along with it and became established as the common language for the whole of central East Africa, including the Eastern Congo.

SWAHILI BASIC COURSE

LESSON 3

LESSON 3

1. EXPRESSION STRUCTURE

a. **Phonemes**: Similar to English: /f/, /ŋ/ (ŋg)

Different: /n'/, /r/

Clusters: /ml/, /mg/.

Supra-segmentals: (i) No vowel obscuration.
(ii) Fixed stress.
(iii) Intonation, interrogatives in initial or final position.

b. **Morphemes**: Present tense of the verb, prefix NA.

c. **Syntax**: Nothing new, generalization on previous two lessons.

2. CONTENT STRUCTURE

a. **Situational setting**: (i) Classroom activities.
(ii) A friend calls on a family.

b. **Cultural aspect**: None.

c. **Lexical items**:

mgeni	(visitor)	ingia	(enter)
mlango	(door)	taka	(want)
sema	(say, speak)	tengeneza	(fix, repair)
simama	(stand)	penda	(like, love)
keti	(sit)	nini?	(what?)
fanya	(do, make)	chai	(tea)
funga	(shut, close)	sasa	(now)
fungua	(open)	kwa nini?	(why?)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 5 vowels - no obscuration.

/a/	/e/	/i/	/o/	/u/
mlango	mgeni	mgeni	mlango	funga
simama	sema	simama		fungua
fanya	keti	keti	mdogo	mkubwa
fungua	tengeneza		mtoto	mrefu
sasa	penda	nini?		
anataka		kwa nini?		
taka				
kahawa				

2. Clusters

/ml/ mlango

/mg/ mgeni

/ŋg/ mlango, funga, fungua, tengeneza, ingia

3. A sound different from English.

The fronto-palatal nasal /n'/ (ny), as in fanya.

The /r/ is a short and rather weak trill of about 2 vibrations, and very different from the English retroflex flap:

e.g. -refu, -zuri, kwa heri.

4. Fixed stress on the penultimate syllable.

Lexical items will be given to illustrate this:-

mlángo, simáma, fungúa, chái, kaháwa, tengenéza, mgéni, sása, séma, kéti, fánya, fúnga, pénda, níni, kwa níni, ingía, táka.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

1. Drill

a. Ninasema.
Ninasimama.
Ninaketi.
Ninafunga.
Ninafungua.
Ninapenda.
Ninataka.
Ninatengeneza.

b. Unasema.
Unaketi.
Unafunga.
Unasimama.
Unafungua.
Unapenda.
Unatengeneza.
Unataka.

c. Anataka.
Anatengeneza.
Anapenda.
Anafunga.
Anafungua.
Anasimama.
Anaketi.
Anasema.

d. Mimi ninasimama.
Mimi ninaketi.
Mimi ninapenda.
Mimi ninataka.
Mimi ninafunga.
Mimi ninafungua.
Mimi ninatengeneza.
Mimi ninasema.

e. Wewe unataka.
Wewe unatengeneza.
Wewe unapenda.
Wewe unafungua.
Wewe unafunga.
Wewe unasimama.
Wewe unaketi.
Wewe unasema.

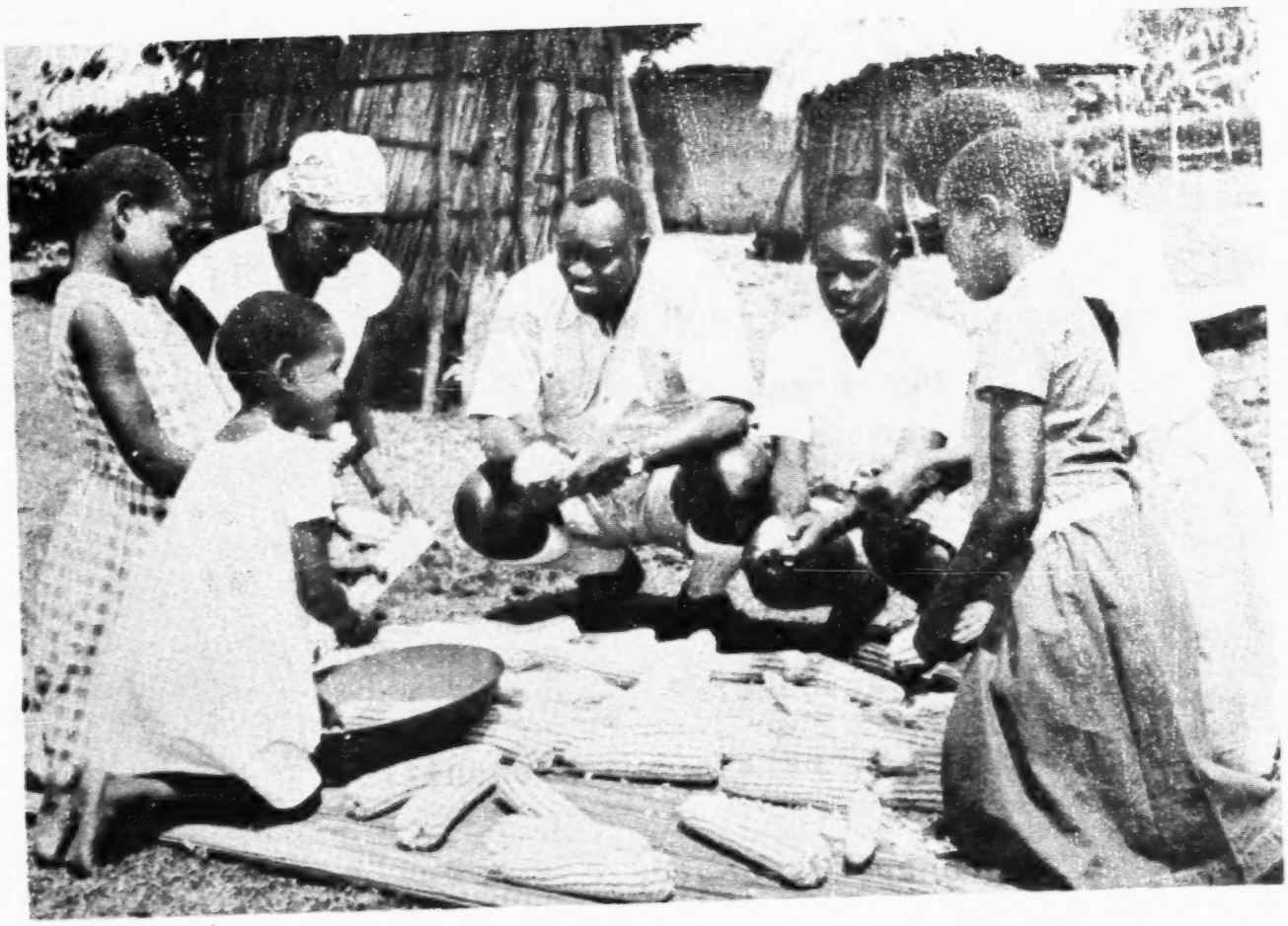
f. Yeye anasema.
Yeye anasimama.
Yeye anaketi.
Yeye anafunga.
Yeye anafungua.
Yeye anapenda.
Yeye anataka.
Yeye anatengeneza.

g. Mtoto anataka.
Mwalimu anasimama.
Mwanafunzi anasema.
Baba anaketi.
Mama anatengeneza.
Ali anapenda.

h. Mtoto anafanya nini?
Mama anafanya nini?
Mwalimu anafanya nini?
Ali anafanya nini?
Baba anafanya nini?
Mwanafunzi anafanya nini?

i. Mkikuyu anataka nini?
Mkikuyu anasema nini?
Mkikuyu anapenda nini?
Mswahili anataka nini?
Mswahili anasema nini?
Mswahili anatengeneza nini?

j. Baba anapenda kahawa.
Mama anapenda chai.
Mama anapenda mtoto.
Mwalimu anataka kahawa.
Mwalimu anataka chai.
Mwanafunzi anataka kusema.



Assisted by his family, an African farmer shells some harvested maize.

1. Baba anasimama?

   Ndio, na anafungua mlango.

2. Kwa nini anafungua mlango?

   Mgeni anaingia.

3. Mgeni anataka nini?

   Anataka kusema na baba.

4. Sasa anaketi?

   Ndio, na anasema Kiswahili.

5. Unapenda chai?

   Ndio, ninapenda sana.

6. Mama anatengeneza chai?

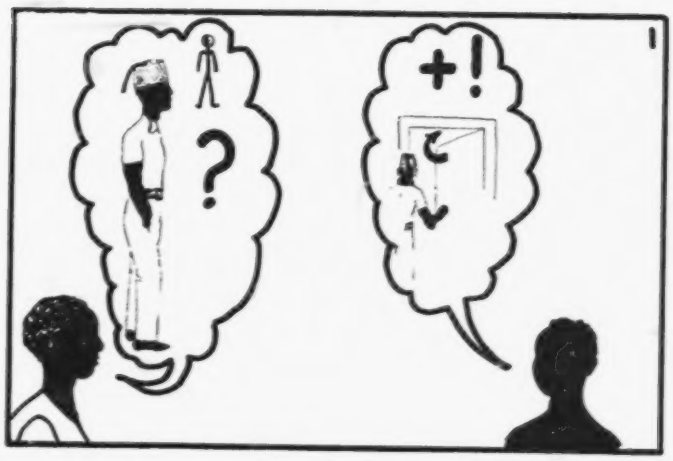
   Anatengeneza chai na kahawa pia.

7. Nani anapenda kahawa?

   Baba anapenda kahawa.

8. Mtoto anafanya nini?

   Mtoto anafunga mlango.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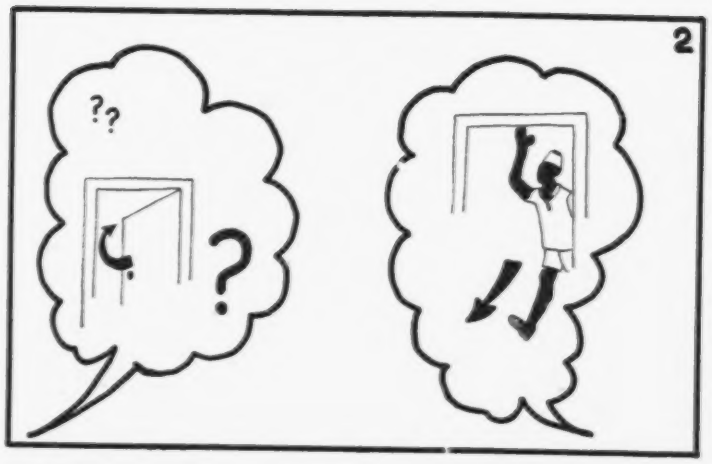
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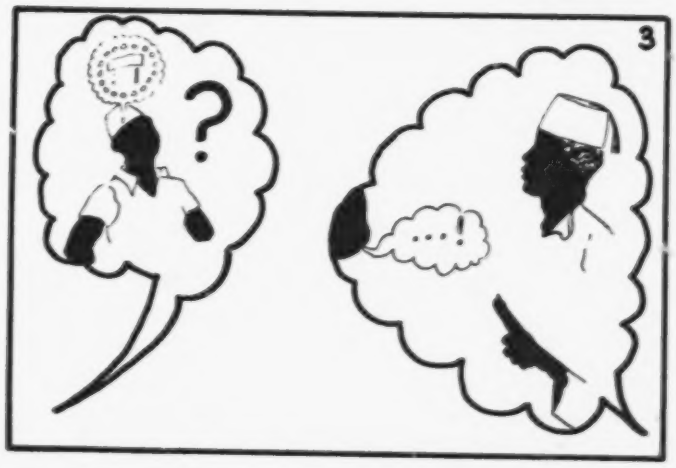
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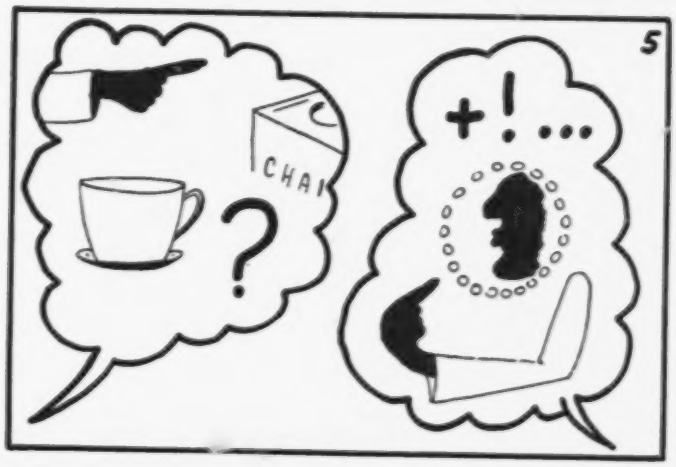
KISWAHILI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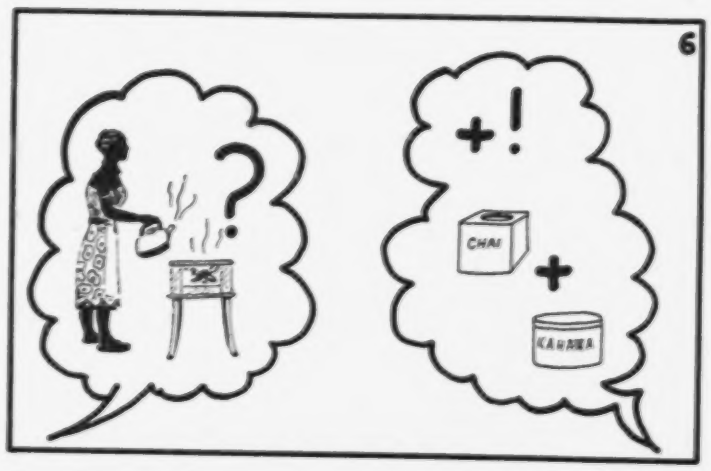
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KAHAWA

7
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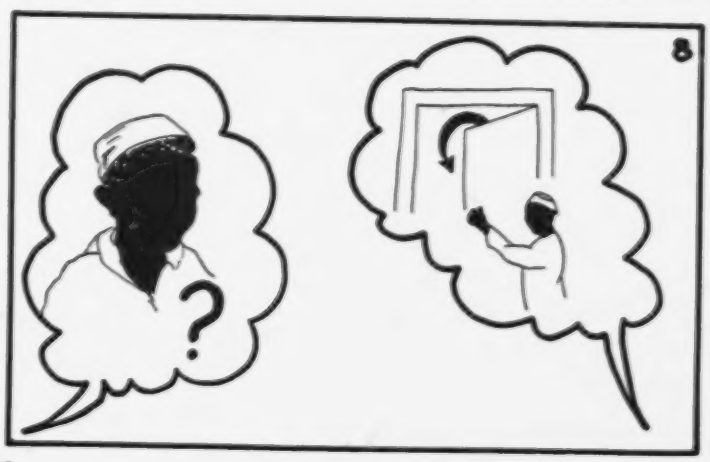
KAHAWA


8
?

1. Is father standing?

   Yes, and he is opening the door now.

2. Why is he opening the door?

   A visitor is coming in.

3. What does the visitor want?

   He wants to talk with father.

4. Is he sitting now?

   Yes, and he is speaking Swahili.

5. "Do you like tea?"

   "Yes, I like it very much."

6. Is mother fixing tea?

   She is fixing tea as well as coffee.

7. Who likes coffee?

   Father likes coffee.

8. What's the child doing?

   The child is closing the door.

Step 1.

1. **Drills on /ml/, /mg/, /ŋg/ clusters.**

   a. **Repetition Drill**

   Ali anafungua mlango.

   mimi, wewe, Juma.

   Mgeni anafanya kazi.

   wewe, mtoto, baba.

   Mgeni anataka chai.

   Ali, mwalimu, mwanafunzi.

   Substitution Drill

   wewe: ----- unafungua mlango.

   Ali, mimi, Juma.

   watoto: ----- wanafanya kazi.

   wewe, mgeni, baba.

   chai: ----- Mgeni anataka -----.

   Ali, mwalimu, mwanafunzi.

2. **Drills on the present tense (Na prefix).**

   a. **Repetition Drill**

   Mtoto mrefu anasimama.

   keti, ingia, fanya kazi.

Juma anafanya kazi.

mimi, wewe, mtoto, mama, baba.

Wewe unafungua mlango.

mimi, mgeni, Mswahili, mwalimu.

Substitution Drill

ingia: Ali -----.

keti, fanya kazi, simama.

wewe: ----- unafanya kazi.

mtoto, mama, baba, mimi.

mgeni: ----- anafungua mlango.

wewe, mimi, Mswahili, mwalimu.

b. Repetition Drill

Mama anatengeneza chai.

yeye, Ali, wewe, mwalimu.

Juma anapenda kahawa.

mimi, wewe, yeye, Mswahili.

Wewe unasema Kiswahili.

baba, mama, mimi, yeye.

Substitution Drill

yeye: ----- anatengeneza chai.

Ali, mwalimu, mama, wewe.

wewe: ----- unapenda kahawa.

mimi, yeye, Mswahili, Juma.

mama: ----- anasema Kiswahili.

yeye, wewe, baba, mimi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 3

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Ali anafungua mlango?
2nd: Ndio, anafungua mlango.

mimi, yeye, baba, mtoto.

b. 1st: Mwalimu anatengeneza chai?
2nd: La, anafunga mlango.

Ali, wewe, mimi, mwanafunzi.

c. 1st: Mtoto anasimama?
2nd: La, anaketi.

wewe, yeye, Mswahili, baba.

d. 1st: Mama anapenda kahawa?
2nd: Ndio, anapenda sana.

wewe, Ali, mgeni, mtoto.

e. 1st: Yeye anafanya nini?
2nd: Yeye anasimama.

Juma, Ali, baba, mimi.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wewe unafanya nini?
Ninatengeneza chai.

Juma, mtoto, Ali, baba.

b. Wewe unasema na baba?
La, ninasema na mtoto.

mgeni, mwalimu, yeye, Mkikuyu.

c. Ali anapenda baba na mama?
Ndio, anapenda baba na mama.

wewe, mimi, yeye, mtoto.

d. Baba anapenda Ali?
Ndio, anapenda Ali.

mtoto, chai, kahawa, chakula.

e. Mgeni anataka nini?
Anataka kusema na baba.

wewe, mtoto, mama, Ali.

f. Mswahili mrefu anaketi?
La, anasimama.

mtoto, mwanafunzi, mwalimu.

g. Mtoto mzuri anaingia?
La, anasema na mgeni.

mwanafunzi, mama, Mswahili.

h. Mgeni mfupi anasimama?
Ndio, anasimama.

mtoto, mwalimu, mwanafunzi.

i. Mtu mkubwa anaketi?
Ndio, anaketi.

mtoto, mgeni, mwalimu.

j. Mwalimu mdogo anasema?
Ndio, anasema na mtoto.

-refu, -kubwa, -zuri.

k. Anataka kusema.

ingia, keti, simama, fanya kazi.

l. Mimi ninaketi sasa.

wewe, mgeni, baba, Mswahili.

m. Mtoto mzuri anaketi.

-fupi, -kubwa, -refu, -dogo.

n. Mama anatengeneza chai.

mimi, wewe, Ali, mtoto.

o. Unapenda chai.

kahawa, kusema, kusimama.

p. Anafungua mlango.

funga, tengeneza.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Baba anasimama na anafungua mlango. Yeye ni mtu mrefu, na yeye ni Mswahili pia. Mgeni anataka kuingia. Yeye anataka kusema na baba. Yeye ni Mkikuyu.

Sasa mgeni anaketi. Yeye ni mwalimu na anasema Kiswahili. Mtoto ni mwanafunzi, anafunga mlango sasa.

Mama anatengeneza chai na kahawa. Anasema: "Mgeni, unapenda chai?" Na mgeni anasema: "Ndio, asante, ninapenda chai." Baba anapenda kahawa.

Step 2. Questions based on the above narration:

Baba anafungua nini?
Nani anataka kuingia?
Baba ni mtu mrefu?
Yeye ni Mkikuyu?
Nani ni Mswahili?
Nani ni Mkikuyu?
Mgeni ni mtu mzuri?
Nani ni mwalimu?
Mtoto ni mwanafunzi?
Anafanya nini na mlango?
Mama anatengeneza nini?
Mgeni anapenda nini?
Na baba anapenda nini?

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

a. In this lesson we had the clusters /ml/ and /mg/ at the beginning of a word. These are not so difficult when you remember the suggestion made in Lesson 1. From a closed lip position glide into the consonant which follows. We might add that you produce a slight hum on the 'm' as you glide into the 'l' as in 'mlango', and the hard 'g' as in 'mgeni'.

b. Then we had the /ŋg/ sound cluster. It is presented by the symbols 'ng'. The 'g' is always hard as in 'Bingo', 'tango', and never as in 'song', 'bang', or 'swinging'.

c. A sound somewhat different from English is the /n'/ (ny), as in 'fanya'. This is approximately as in the English 'canyon', or the Spanish 'Señorita'.

d. There are also vowel clusters.

/ua/ as in 'fungua'.

/ia/ as in 'pia', 'ingia'.

/ai/ as in 'chai'.

Remember to treat vowels as separate syllables and give each vowel its individual worth.

e. Watch the 'u' in 'funga' so that you do not sound it as in the English word 'fungus'. It is rather like in the English 'food'.

II. Language Structure

A verb denotes an action - it is an action word. In order to convey the idea concerning an action more clearly we need to know:-

Who did the action? (Doer)

When did it happen? (Time)

What was that action? (Action)

In Swahili certain prefixes attached to the stem of a verb show this sequence. To show that the action takes place now (the present tense) the syllable NA is used as a tense indicator. This is preceded by a short pronoun indicating the doer, or subject.

WHO? (Doer)		WHEN? (Time)	WHAT? (Action)	
ni	(I)		simama	(stand)
u	(you)		keti	(sit)
a	(he, she)		sema	(say)
tu	(we)	NA	taka	(want)
m	(you pl.)		funga	(shut)
wa	(they)		ingia	(enter)
			fanya	(do,make)

Examples:

ni - na - keti	ninaketi	(I am sitting)
u - na - fanya	unafanya	(you are doing)
a - na - sema	anasema	(he is saying)

Note: The short pronoun prefix is always used, regardless whether a noun precedes it or not.

Ali anasimama. (literally: Ali, he is standing.)

Note that the pronoun or subject prefix, the tense sign, and the verb stem are all combined into one word.

III. Cultural Note:

Talking about the preparation of tea, the natives in East Africa as a rule are very fond of tea. They put the loose tea leaves into the tea pot full of water, milk is added, also a generous amount of sugar. Then this mixture is boiled for some time. The resultant drink is what you would expect it to be. Actually, it is quite good.

SWAHILI BASIC COURSE

LESSON 4

LESSON 4

1. EXPRESSION STRUCTURE

a. Phonemes: Similar to English: /č/, /v/, /l/

Supra-segmentals: (i) All previous intonation and stress aspects.
(ii) Question intonation when the interrogative is initial.

b. Morphemes: Nothing new, generalization on noun, adjective, and present tense.

c. Syntax: Nothing new.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) African family scene.

b. Cultural item: as portrayed in the African rural scene on picture.

c. Lexical items:

tafuta	(look for)
lima	(dig, cultivate)
lala	(lie down, sleep)
cheza	(play)
saidia	(help)
fundisha	(teach)
fanya kazi	(work) v.
kazi	(work)
shamba	(field, garden)
gani?	(what kind)
vilevile	(also)
kweli	(truly, true)
-ema	(good)
wapi?	(where)
katika	(in, into)
-baya	(bad)
pale	(there)
yule	(that)
hapa	(here)

Note: The situational picture will be used as an aid during this period.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. The new sounds /č/, /v/, /l/ which are similar to English.

/č/	/v/	/l/
chai	vilevile	lala
cheza		vilevile
		lima
		kweli
		pale

2. Question intonation drill

a. Nani? (Who?)

Huyu nani?	Huyu ni mwalimu.
Mtu huyu nani?	Huyu ni mgeni.
Wewe nani?	Mimi ni Ali.

b. Nini? (What?)

Anafanya nini?	Anafanya kazi.
Anataka nini?	Anataka kahawa.

c. Wapi? (Where?)

Anaketi wapi?	Anaketi hapa.
Anasimama wapi?	Anasimama pale.
Unakwenda wapi?	Ninakwenda katika shamba.

d. Gani? (What kind?)

Anafanya kazi gani?	Yeye ni mwalimu.
Unatafuta kazi gani?	Ninatafuta kazi ya mwalimu.

e. Statement > question

Q. Huyu ni mtoto mdogo?
St. Huyu ni mtoto mdogo.

Q. Huyu ni mama mzuri?
St. Huyu ni mama mzuri.

Q. Huyu ni Mswahili?
St. Huyu ni Mswahili.

3. Clusters appearing initially (reinforcement drill)

a. /mt/ (unstressed) mtoto. Mtoto wa mtu huyu.

/mw/ mwalimu, mwana. Mwalimu mwema.

/ml/ mlango. Mlango ni mrefu.

/mg/ mgeni. Mtu huyu ni mgeni.

b. Reinforcement of medial /ŋg/.

/ŋg/ funga, tengeneza, ingia,

mlango, fungua. Funga mlango.

1. Ali anafanya kazi gani?

   Yeye ni mwalimu.

2. Sasa anafanya nini?

   Anasema na mgeni mrefu.

3. Mgeni anataka nini?

   Mgeni anatafuta kazi.

4. Anatafuta kazi gani?

   Yeye ni mwalimu vilevile.

5. Ni mwalimu mwema?

   Ndio, anafundisha Kiswahili.

6. Wapi mtoto mkubwa?

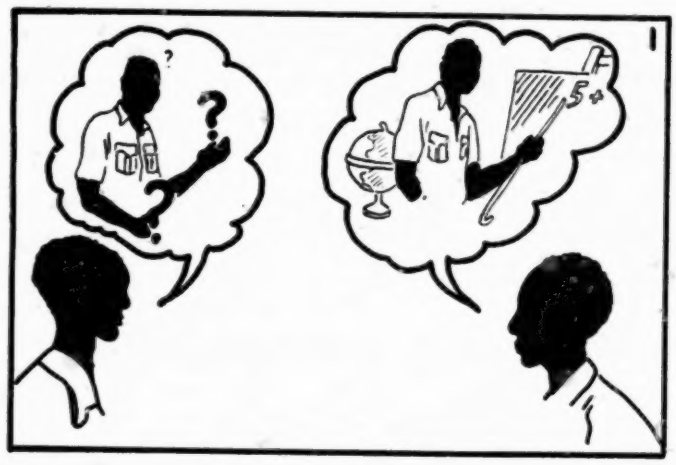
   Analima katika shamba.

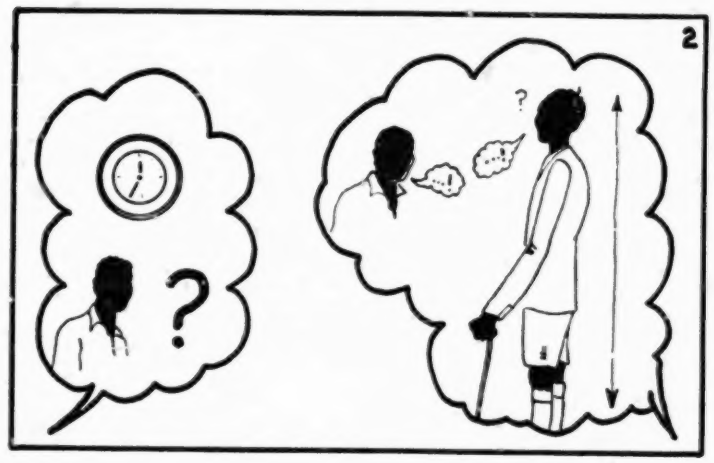
7. Kweli, ni mtoto mwema.

   Ndio, anasaidia baba.

8. Mtoto mdogo analala sasa?

   La, anacheza pale.





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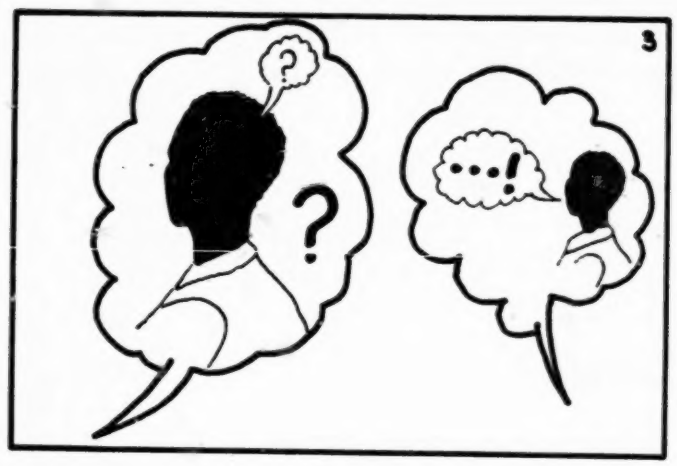
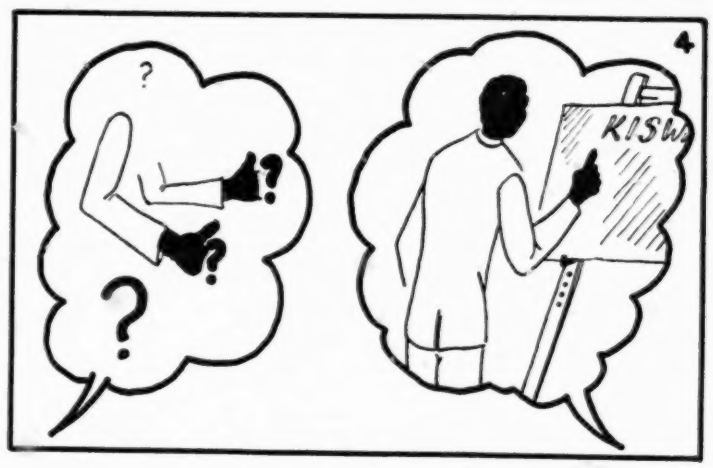
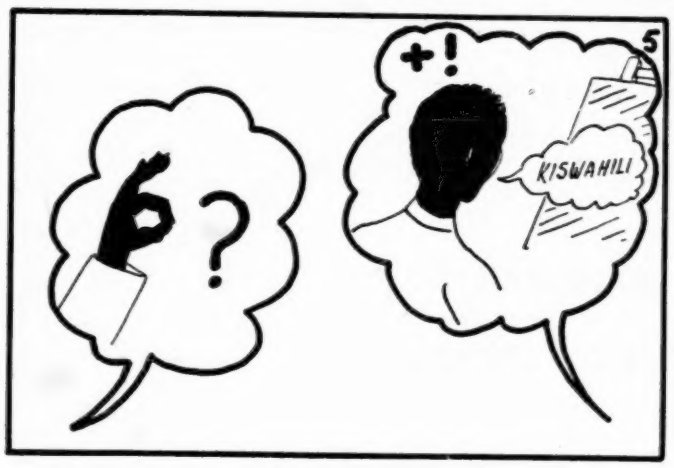
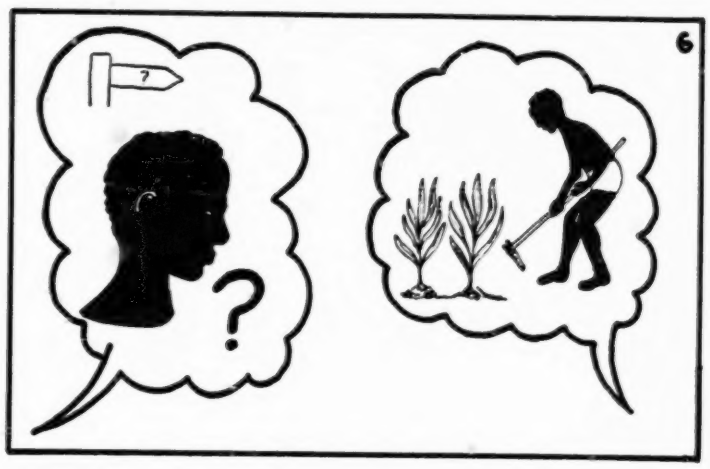
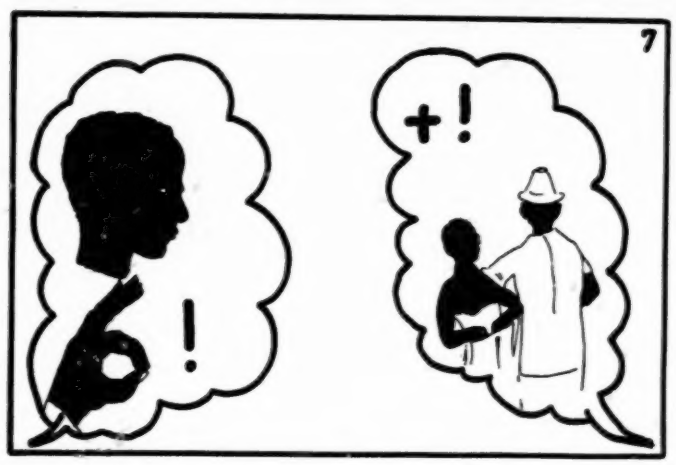
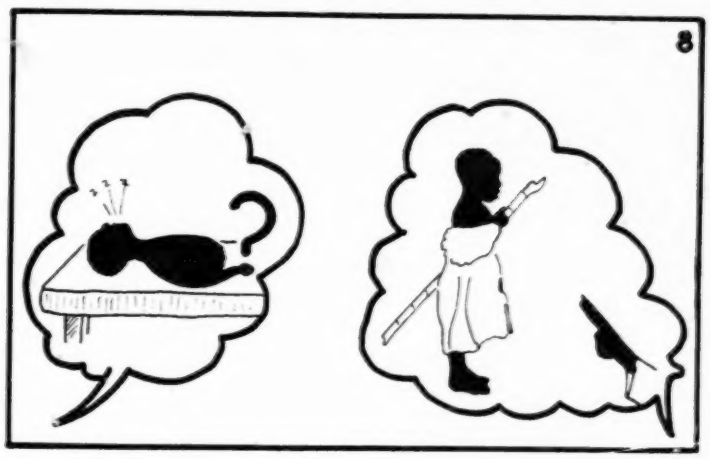












1. What kind of work does Ali do?
   He is a teacher.

2. What is he doing now?
   He is talking with a tall stranger.

3. What does the stranger want?
   The stranger is looking for work.

4. What kind of work is he looking for?
   He is also a teacher.

5. Is he a good teacher?
   Yes, and he teaches Swahili.

6. Where is the big child?
   He is cultivating in the garden.

7. Truly, he is a good child.
   Yes, he is helping father.

8. Is the small child sleeping now?
   No, he is playing yonder.

Step 1.

1. Drills on: č, v, l, mt, mw, mk, mg, ml.

a. Repetition Drill

Mtoto anacheza pale.

mwanafunzi, mgeni, Ali.

Mama anatengeneza chai.

Juma, mwalimu, mtoto.

Ali anataka chai.

mimi, wewe, mtoto.

Substitution Drill

Mtoto: ----- anacheza pale.

mwanafunzi, mgeni, Ali.

Mama: ----- anatengeneza chai.

Juma, mwalimu, mtoto.

Ali: ----- anataka chai.

mimi, wewe, mtoto.

b. Repetition Drill

Juma analala vilevile.

mtoto, mwanafunzi, mimi.

Mama analima vilevile.

baba, wewe, mimi.

Mimi ninasaidia vilevile.

wewe, yeye, Ali.

Substitution Drill

Juma: ----- analala vilevile.

mtoto, mwanafunzi, mimi.

Mama: ----- analima vilevile.

baba, wewe, mimi.

Mimi: ----- ninasaidia vilevile.

wewe, yeye, Ali.

c. Repetition Drill

Mtoto anatafuta mwalimu.

mwanafunzi, Mkikuyu, mgeni.

Mgeni anafunga mlango.

Mswahili, mwalimu, mtoto.

Mkikuyu anafundisha mtoto.

mwalimu, mwanafunzi, mgeni.

Substitution Drill

Mtoto: ----- anatafuta mwalimu.

mwanafunzi, Mkikuyu, mgeni.

Mgeni: ----- anafunga mlango.

Mswahili, mwalimu, mtoto.

Mkikuyu: ----- anafundisha mtoto.

mwalimu, mwanafunzi, mgeni.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 4

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wewe nani?
2nd: Mimi ni mwalimu.

huyu, yeye, mimi.

b. 1st: Wapi mtoto mdogo?
2nd: Mtoto mdogo anacheza.

mgeni, mwanafunzi, Mswahili.

c. 1st: Baba anafanya nini?
2nd: Baba analima pale.

mtoto, Ali, mwalimu.

d. 1st: Mtu gani analima?
2nd: Mtu mzuri analima.

mwanafunzi, mtoto, Mswahili.

e. 1st: Juma anafanya kazi?
2nd: Juma anafanya kazi.

baba, mwalimu, mgeni, mimi, wewe, yeye.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Nani ni mwalimu?
Juma ni mwalimu.

Mswahili, mtoto, baba.

b. Nani anafundisha?
Mwalimu anafundisha.

mwanafunzi, mgeni, Mswahili.

c. Anafundisha nani?
Anafundisha mtoto.

mgeni, mwanafunzi, mama.

d. Huyu ni mtoto gani?
Huyu ni mtoto mbaya.

mtu, mwalimu, mgeni.

e. Mtoto gani anacheza?
Mtoto mbaya anacheza.

mwanafunzi, mtu, mgeni.

f. Ali analima wapi?
Analima katika shamba.

mtoto, baba, mama.

g. Juma anakaa wapi?
Anakaa hapa.

wewe, yeye, Ali.

h. Wapi mwalimu?
Mwalimu anafundisha.

mwanafunzi, baba, mtoto.

i. Mtoto anafundisha nini?
Anafundisha Kiswahili.

wewe, baba, mgeni.

j. Juma anasema nini?
Anasema 'Hodi'.

mgeni, baba, mama.

k. Mtoto mkubwa anafundisha.

mtu, mwalimu, mwanafunzi.

l. Anafundisha mtoto mkubwa.

mwanafunzi, Mswahili, mgeni.

m. Ninatazama mbuzi mdogo.

mtoto, mgeni, Mkikuyu.

n. Mbuzi mdogo analala.

mwanafunzi, mgeni, mtoto.

o. Unatafuta mwalimu mwema.

mgeni, mtoto, mwanafunzi.

p. Mtu mrefu anasaidia.

mwanafunzi, mwalimu, mtoto.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Ali ni mtu mwema. Yeye ni mwalimu na anafundisha Kiswahili. Sasa anasimama na anasema na mgeni. Mgeni ni mtu mwema vilevile. Yeye ni mwalimu Mkikuyu. Mwalimu mgeni huyu anatafuta kazi. Anataka kufundisha Kiswahili pia.

Mtoto mkubwa anasaidia baba. Kweli yeye ni mtoto mwema. Anafanya kazi katika shamba; analima shamba. Mtoto mkubwa ni mwanafunzi vilevile. Mtoto mdogo huyu anapenda kucheza, halafu analala.

Step 2. Questions based on the above narration:

Mkikuyu ni mgeni?
Anatafuta nini?
Ali anafanya kazi gani?
Ali ni mtu mwema au mbaya?
Ali ni mwalimu?
Anafundisha nini?
Ali anasema na nani?

Nani ni mtoto mwema?
Nani anasaidia baba?
Mtoto mdogo anacheza?
Mtoto mkubwa analima wapi?

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. a. The 'ch' sound as produced in the English words 'church', 'child', 'chum', 'much', is found similarly in Swahili in words like 'chai' and 'cheza'.

   b. The 'v' sound in Swahili is like in the English 'very', 'vim' or 'Vivian'. So far we have been introduced to this in the Swahili word 'vile-vile'.

   c. The 'l' is clearer and pronounced with the tip of the tongue more to the front of the mouth behind the upper teeth or gum ridge. In the English the 'l' is darker and pronounced with the tongue further back in the mouth. Watch this!

2. When a question word (interrogative) is used like nani? (who?), nini? (what?), wapi? (where?) or gani? (what kind?), then these draw the question intonation to themselves more forcefully than other words.

II. Language Structure

1. Nouns denoting living beings fall into two groups:

   a. The regular nouns have a prefix 'M' in the singular, and you will learn in the next lesson that this changes to 'WA' in the plural, e.g. Mtoto - Watoto.

   b. The irregular nouns for the most part, have no prefix and retain the same form, singular and plural, e.g. baba - baba.

III. Cultural Note

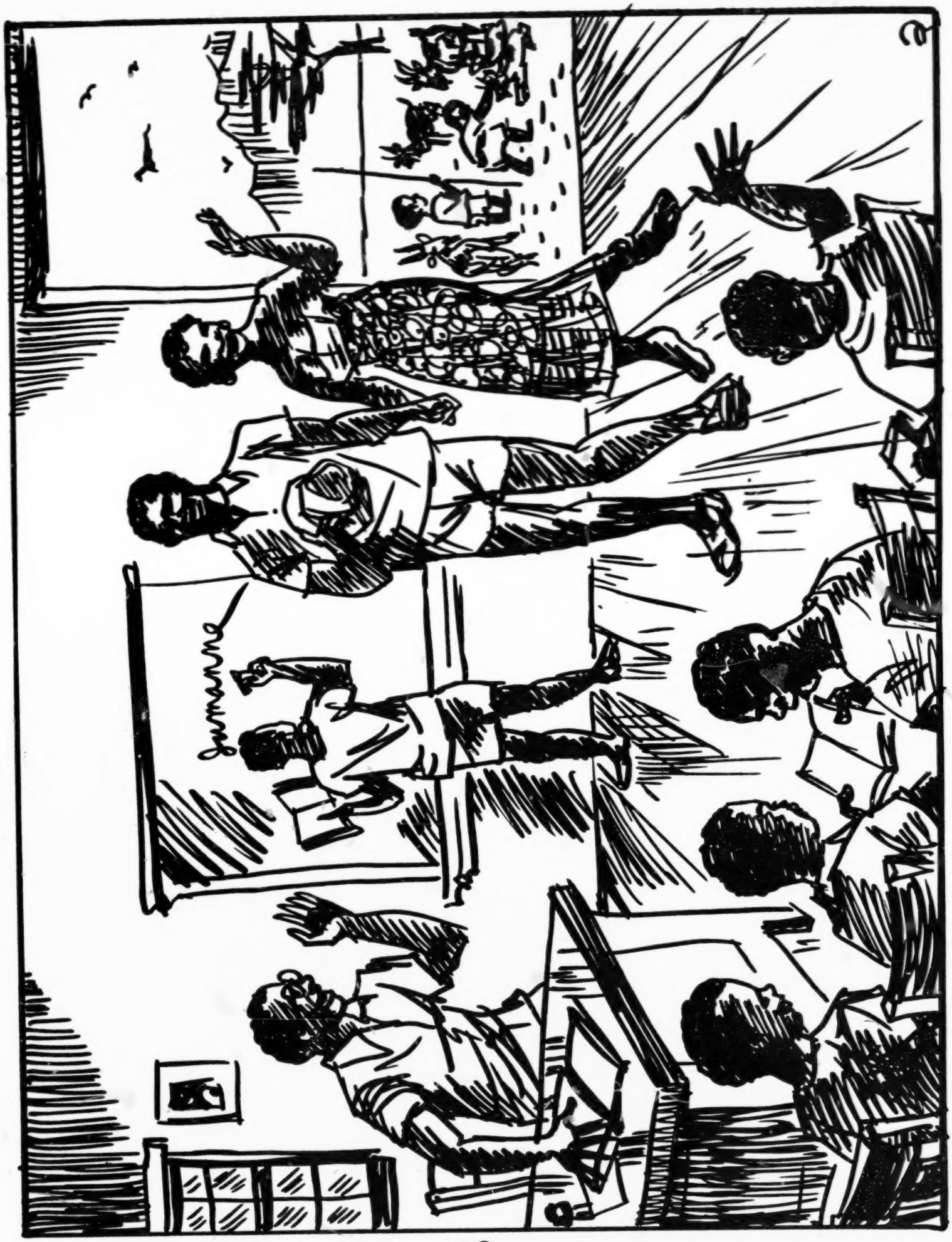
The situational setting depicts a son working in the field (small farm) of his father who is a teacher.

Africans from tribes which are settled on the land and are not herders of cattle like the Masai, find it very difficult to adjust to the concept that not everyone can be a landholder and work at a profession or trade as well. Consequently, a father's piece of land gets more and more subdivided generation after generation so that each son has his piece of land, regardless whether he is a farmer or not. With the increase of population, this creates land hunger. A teacher, craftsman, or factory worker living in the city still likes to maintain his hereditary ownership to a piece of land instead of getting a house or apartment and live in the city severing his connection with the land. This is a problem which future generations will have to work out for themselves.

Young Africans being trained in
better methods of agriculture.

SWAHILI BASIC COURSE

LESSON 5



1. EXPRESSION STRUCTURE

a. **Phonemes**: Different from English: /d'/ the fronto-palatal stop

Supra-segmentals: Reinforcement of fixed stress, open vowels, and intonation.

b. **Morphemes**: The plural prefix WA of the WA class. Concordial agreement of adjectives.

c. **Syntax**: The interrogative 'how many' (-ngapi) follows the object.

2. CONTENT STRUCTURE

a. **Situational setting**: (i) Classroom activities.
(ii) An African rural scene (school).

b. **Cultural item**: African rural scene.

c. **Lexical items**:

Jambo	(Hello)
-ote	(all)
-moja	(one)
-wili	(two)
-tatu	(three)
-nne	(four)
-tano	(five)
jifunza	(learn, study)
tazama	(watch, look at)
chakula	(food)
mbuzi	(goat)
-ngapi?	(how many?)
sisi	(we)
ninyi	(you, pl.)
wao	(they)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. The fronto-palatal /d'/ is different from English. Some students may not master t his sound quickly. It is midway between a /j/ (as in 'judge') and a /d/ (as in 'dial'). The nearest English equivalent would be as in 'duke' (dyuk) or a slang way of saying 'wudya' for 'would you'.

/d'/	jambo	/d'ámbo/
	anajifunza	/anad'ifúnza/
	Juma	/d'úma/
	moja	/mód'a/

Jambo, Juma!
Juma anajifunza.

2. Plural of M-WA class nouns.

a.	s.	pl.
	Mtu	Watu
	Mtoto	Watoto
	Mgeni	Wageni
	Mwalimu	Walimu
	Mwanafunzi	Wanafunzi

b.	Mtu mrefu.	Watu warefu.
	Mtoto mdogo.	Watoto wadogo.
	Mgeni mzuri.	Wageni wazuri.
	Mwalimu mwema.	Walimu wema.
	Mwanafunzi mkubwa.	Wanafunzi wakubwa.

c.

Mtu mmoja.	Watu wengi.
Mtoto mmoja.	Watoto wawili.
Mgeni mmoja.	Wageni watatu.
Mwalimu mmoja.	Walimu wanne.
Mwanafunzi mmoja.	Wanafunzi watano.

d.

Mtu mrefu mmoja.	Watu warefu wengi.
Mtoto mdogo mmoja.	Watoto wadogo wawili.
Mgeni mzuri mmoja.	Wageni wazuri watatu.
Mwalimu mwema mmoja.	Walimu wema wanne.
Mwanafunzi mkubwa mmoja.	Wanafunzi wakubwa watano.

e.

Watu wangapi?	Watu wengi.
Watoto wangapi?	Watoto wawili.
Wageni wangapi?	Wageni watatu.
Walimu wangapi?	Walimu wanne.
Wanafunzi wangapi?	Wanafunzi watano.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Jambo, mwalimu.
   Jambo, Juma.

2. Hawa ni wanafunzi?
   Ndio, ni wanafunzi wazuri.

3. Wanafanya nini hapa?
   Wote wanajifunza Kiswahili.

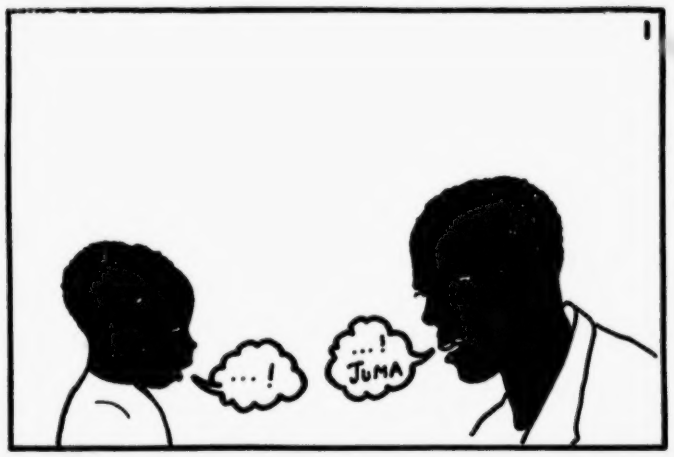
4. Unafundisha wanafunzi wangapi?
   Ninafundisha wanafunzi watano.

5. Ninaona wanne wanaketi.
   Kweli, yule mmoja anasimama.

6. Watoto wadogo wanalala?
   La, wanatazama mbuzi.

7. Mbuzi hawa ni wakubwa?
   Watatu ni wakubwa.

8. Wawili ni wadogo?
   Ndio, na wanatafuta chakula.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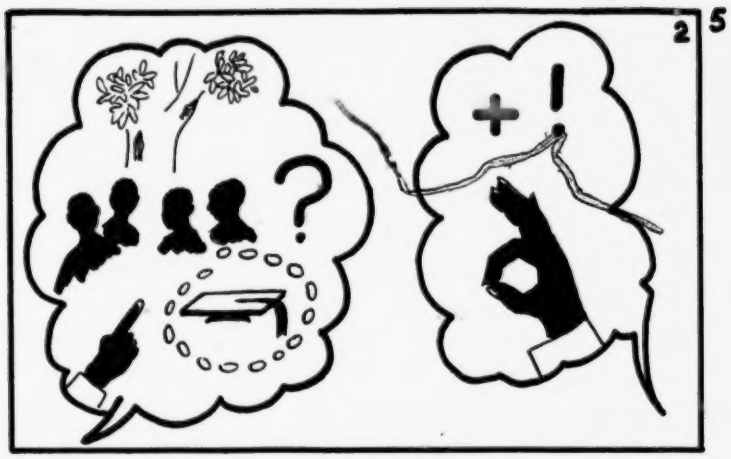
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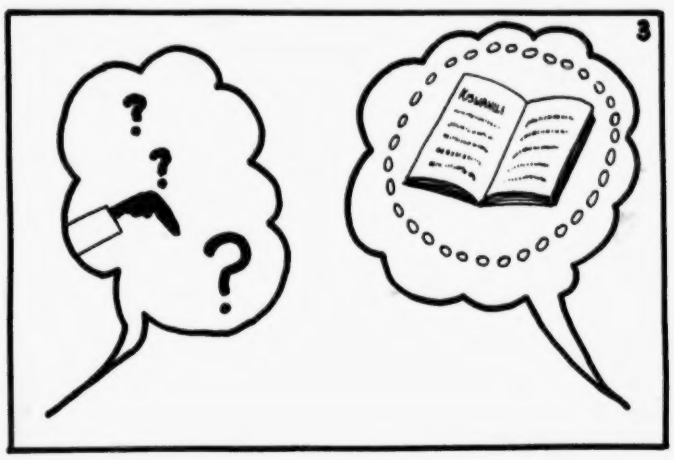
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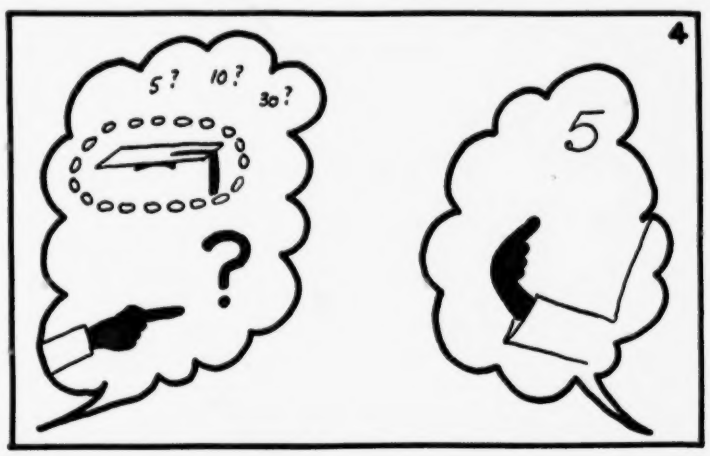
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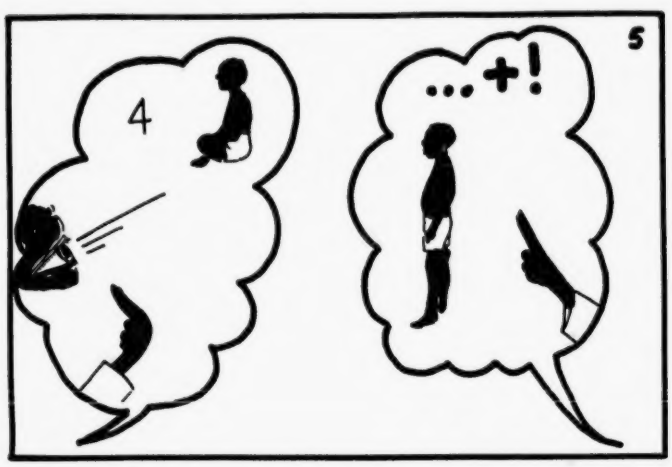
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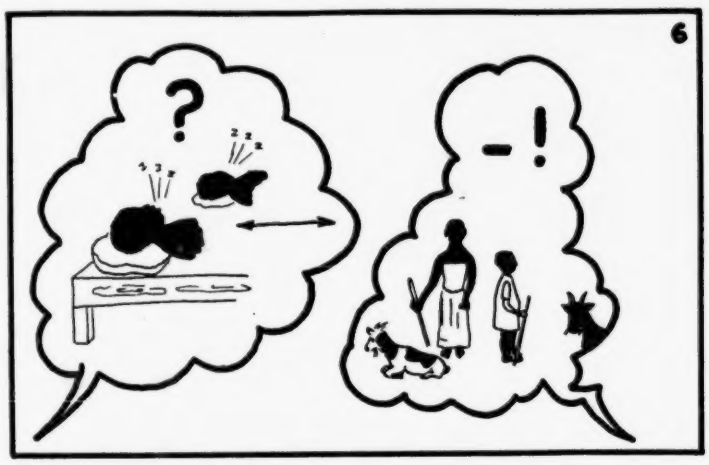
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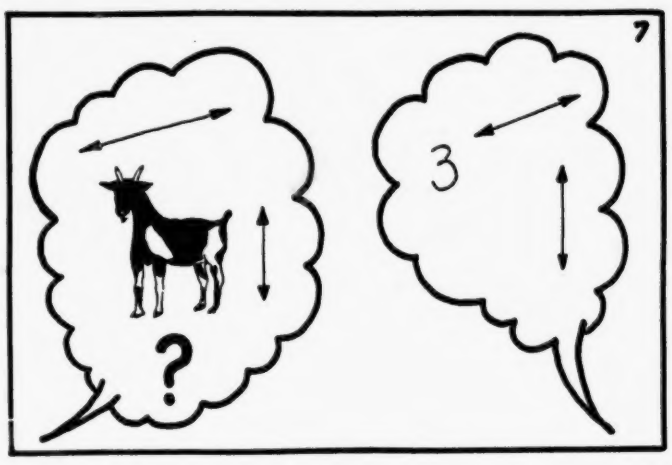
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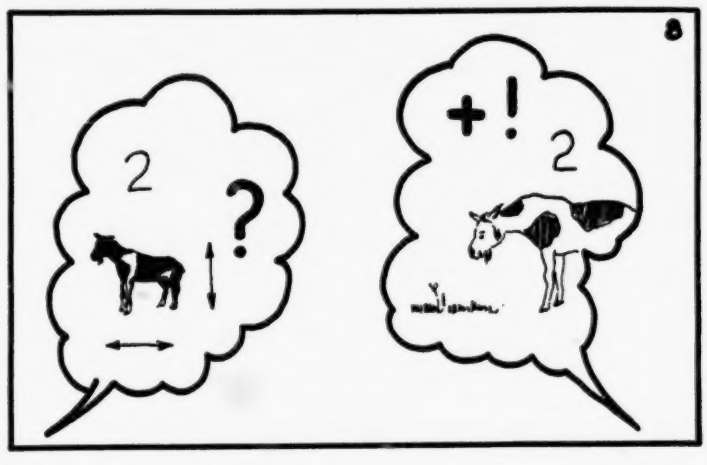

8
2
?
+!
2

1. Hello teacher!

   Hello Juma.

2. Are these students?

   Yes, they are good students.

3. What are they doing here?

   All are studying Swahili.

4. How many students do you teach?

   I teach five students.

5. I see four are sitting.

   True, that one is standing.

6. Are the small children sleeping?

   No, they are watching the goats.

7. Are these large goats?

   Three are large.

8. Are two of them small?

   Yes, and they are looking for food.

Step 1.

1. Drills on /d'/.

a. Repetition Drill

Jambo Juma!

mwalimu, mwanafunzi, mtoto.

Juma anajifunza Kiswahili.

mtoto, mama.

Mwanafunzi mmoja anajifunza.

mwalimu, mtoto.

Substitution Drill

Juma: Jambo -----.

mwalimu, mwanafunzi.

Juma: ----- anajifunza Kiswahili.

mtoto, mama.

Mwanafunzi: ----- mmoja anajifunza.

mwalimu, mtoto.

2. Drills on "WA" Class

a. Repetition Drill

Mtoto mdogo analala.

mwanafunzi, mgeni.

Mtu mrefu anafundisha.

mwalimu, mwanafunzi.

Walimu wazuri wanajifunza.

watoto, wageni.

Substitution Drill

Mtoto: ----- mdogo analala.

mgeni, mwanafunzi.

Mtu: ----- mrefu anafundisha.

mwalimu, mwanafunzi.

Walimu: ----- wazuri wanajifunza.

watoto, wageni, wanafunzi.

3. Drills on Pronouns, demonstratives and numerals.

a. Repetition Drill

Mtoto huyu anajifunza.

mwalimu, mwanafunzi.

Wanafunzi watano wanalala.

wili, nne, sita, moja.

Hawa ni walimu wazuri.

mwalimu, watu, mtoto, wageni.

Substitution Drill

Mtoto: ----- huyu anajifunza.

mwalimu, mwanafunzi.

Watano: Wanafunzi ----- wanalala.

nne, sita, saba, tatu, wili, moja.

Walimu: Hawa ni ----- wazuri.

mwalimu, watu, mtoto, wageni, mtu.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 5

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Juma anajifunza nini?
2nd: Juma anajifunza Kiswahili.

mgeni, mtoto.

b. 1st: Watoto wangapi wanacheza?
2nd: Watoto wawili wanacheza.

wanafunzi, wageni.

c. 1st: Mtu mrefu anajifunza?
2nd: La, mtu mrefu anafundisha.

mgeni, mwalimu.

d. 1st: Mwanafunzi yule anafanya nini?
2nd: Mwanafunzi yule anajifunza.

mgeni, mtoto.

e. 1st: Watu hawa wanalima?
2nd: Ndio, watu hawa wanalima.

wanafunzi, watoto, mwalimu, mgeni.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Juma anajifunza?
Ndio, anajifunza.

wewe, wanafunzi, Mkikuyu.

b. Mwanafunzi huyu analala?
Ndio, mwanafunzi huyu analala.

mtoto, mgeni, walimu.

c. Watoto wale wanafanya nini?
Watoto wale wanafanya kazi.

mtu, wanafunzi, Waswahili.

d. Hawa ni watoto wazuri?
La, hawa ni watoto wabaya.

mtoto, watu, mwalimu.

e. Wale ni walimu wema?
Ndio, wale ni walimu wema.

mwanafunzi, wageni, mtu.

f. Watoto wangapi wanajifunza?
Watoto wawili wanajifunza.

wanafunzi, walimu, Waswahili.

g. Watu wangapi wanafundisha?
Watu watano wanafundisha.

walimu, watoto, Wakikuyu.

h. Wageni wangapi wanalala?
Mgeni mmoja analala.

watoto, mbuzi, watu.

i. Watu wanne wanalima?
La, mtu mmoja analima.

wanafunzi, watoto, Waswahili.

j. Walimu wote wanasaidia?
La, walimu watatu wanasaidia.

watoto, wanafunzi, Wakikuyu.

k. Juma anataka kujifunza.

watoto, mwanafunzi, mwalimu.

l. Huyu ni mtu mbaya.

mtoto, watu, wageni.

m. Yule ni mwanafunzi mwema.

mgeni, watoto, walimu.

n. Mtoto mzuri anacheza.

-refu, -fupi, -kubwa.

o. Wageni wawili wanalala.

moja, -tano, sita.

p. Mtoto huyu ni mzuri.

mtu, walimu, watoto.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Baba na mama wanakwenda kusema na mwalimu. Jina la baba ni Juma, na mtoto wa Juma ni Ali. Ali ni mwanafunzi.

Mwalimu anafundisha wanafunzi watano. Wote ni wanafunzi wazuri, na wanajifunza sana. Wanafunzi hawa wanne wanaketi, na yule mmoja anasimama. Anajifunza na anasema Kiswahili. Mwalimu yule ni mkubwa na wanafunzi wale ni wadogo.

Sisi tunaona vilevile watoto wadogo sana. Watoto hawa wadogo wanatazama mbuzi watano. Mbuzi watatu ni wakubwa na wawili ni wadogo. Sasa wanatafuta chakula. Mbuzi wadogo wawili wanalala.

Step 2. Questions based on the above narration:

Wanafunzi wangapi wanajifunza?
Mwalimu yule ni mkubwa?
Nani anakwenda kusema na mwalimu?
Jina la mwanafunzi ni nani?

Jina la baba ni nani?
Wanafunzi wangapi wanasimama?
Mnaona mbuzi wangapi?
Mbuzi wanafanya nini?
Mbuzi wale wadogo wanalala?
Nani anatazama mbuzi?
Mbuzi wangapi ni wakubwa?
Na wangapi ni wadogo?
Wanafunzi wangapi wanaketi?

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

In this lesson a new sound has been introduced which is similar to the pronunciation of 'duke' (dyuk), or 'wudya', for 'would you'. It is produced by pressing the front half of the tongue against the upper palate. It is a sound between 'j' as in 'judge', and the regular 'd' as in the word 'deed'. It will take a little practice for some to get this sound just right. Listen very carefully to your instructor as he uses it in such words as:-

Jambo	/d'ámbo/	(Hello)
jina	/d'ína/	(name)
Juma	/d'úma/	(Juma)
moja	/mód'a/	(one)

II. Language Structure

1. Nouns denoting living beings.

So far we have learned to use primarily nouns referring to people, e.g. mtu (person), mtoto (child) etc. You may have wondered how we express the plural, because 'mtu', 'mtoto', are in the singular. Here then we have a few guidelines.

a. A regular noun takes the prefix 'M' to indicate the singular. These are mostly original Bantu words. When the plural is to be indicated, then the singular prefix 'M' is dropped and the plural prefix 'WA' is substituted instead. This is a different way of indicating the plural than is the case in English where we use mostly endings (book, books; child, children) or change the word within (goose, geese; mouse, mice).

singular	
m + tu	> mtu
m + toto	> mtoto
m + geni	> mgeni
M + kikuyu	> Mkikuyu
M + swahili	> Mswahili

plural

wa + tu > watu
wa + toto > watoto
wa + geni > wageni
Wa + swahili > Waswahili
Wa + kikuyu > Wakikuyu

b. When a word of this group of nouns has a stem beginning with a vowel, then the prefix is modified and the 'M' becomes 'MW'. We learned to use this form with words like; mwalimu and mwanafunzi. The plural prefix again is 'WA' but the vowel 'a' from the prefix will combine with the initial vowel from the stem.

singular

mw + alimu > mwalimu
mw + anafunzi > mwanafunzi

plural

wa + alimu > walimu
wa + anafunzi > wanafunzi

c. Some nouns denoting people, and those referring to animals, do not have a variable prefix to indicate the singular or plural. The word stem is used as it is, in both the singular and the plural.

singular		plural	
baba	(father)	baba	(fathers)
mama	(mother)	mama	(mothers)
mbuzi	(goat)	mbuzi	(goats)

2. Adjectives

When adjectives are used with nouns denoting living beings, whether they be regular or irregular nouns, people or animals, they remain in

harmony or agreement with the pattern of this group of nouns, and take the 'M' prefix in the singular and 'WA' in the plural.

mtu mkubwa	watu wakubwa
mtoto mdogo	watoto wadogo
mwalimu mrefu	walimu warefu
baba mrefu	baba warefu
mama mfupi	mama wafupi
mbuzi mbaya	mbuzi wabaya

3. The 'pointing out' words (demonstratives) which are used to point out living beings are:-

singular		plural	
huyu	(this)	hawa	(these)
yule	(that)	wale	(those)

mtoto huyu (this child) watoto hawa (these children)
mtoto yule (that child) watoto wale (those children)

4. The emphatic or independent pronouns have been presented in their singular form:-

mimi	(I)
wewe	(you, s.)
yeye	(he, she)

Note 'he, she' are expressed by the same word in Swahili.

We now present the plural forms:-

sisi	(we)
ninyi	(you, pl.)
wao	(they)

Note the short form counterparts which are used in verb formations.

mimi ninafanya
wewe unafanya
yeye anafanya
sisi tunafanya
ninyi mnafanya
wao wanafanya

Note: In such cases the independent form is not always used, except for emphasis.

III. Cultural Note

A small African rural or village school may have only 2 - 3 rooms going up to the equivalent of 4th grade. The children start learning Swahili when they come to school. All subjects are also taught in Swahili. Before that they used only their vernacular or tribal dialect.

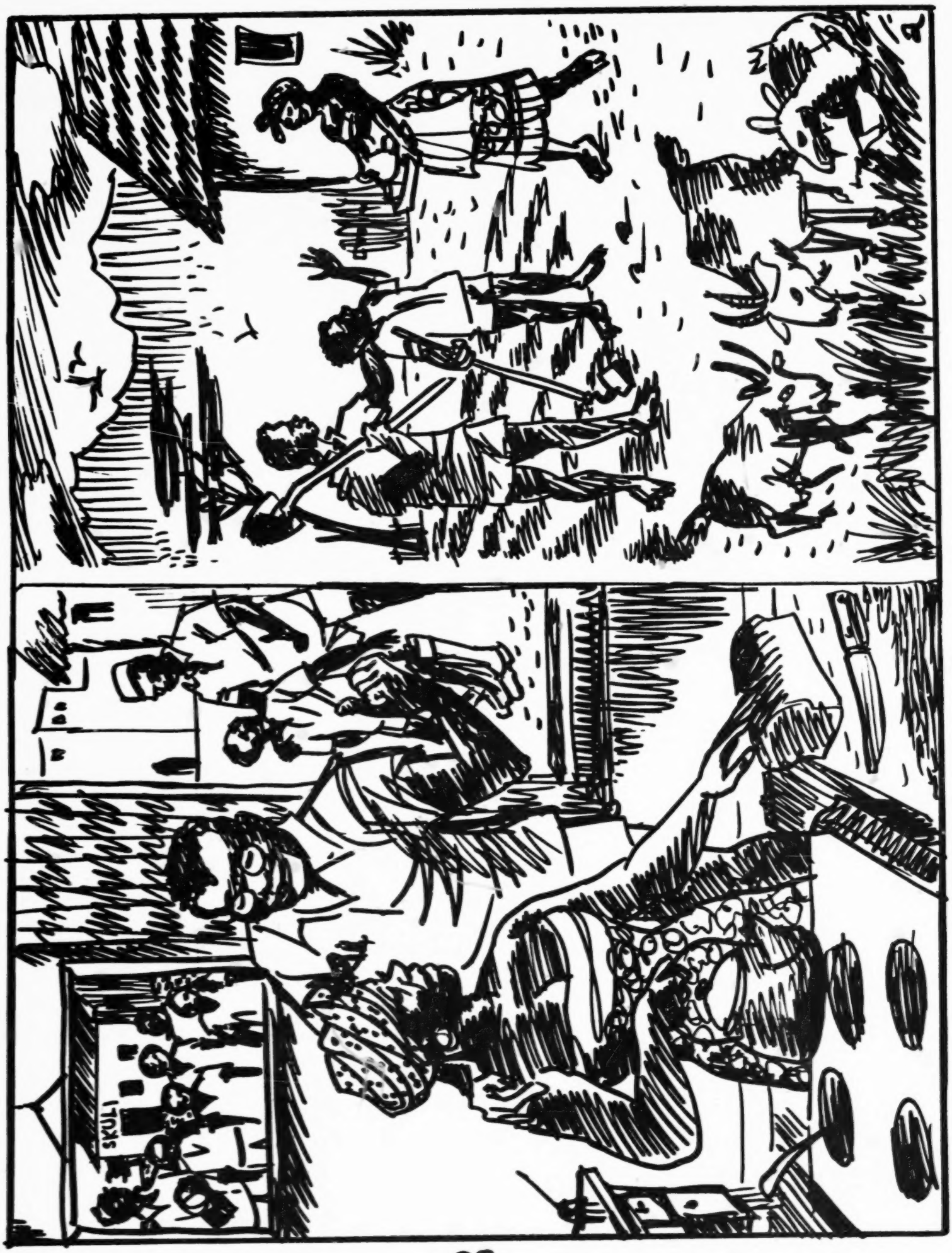
The school building is often built of mud and wattle poles and then white washed with lime.

It is the job of small boys to help look after the cows and goats as herd boys. For this reason parents are often reluctant to let all the boys go to school. Girls stay at home and help mother, and only a few get to go to school.

SWAHILI BASIC COURSE

LESSON 6

LESSON 6



1. EXPRESSION STRUCTURE

a. Phonemes: Different from English: Reinforcement of /d'/ sound.
The initial /n'/.

Clusters: /n'w/ as in "kunywa".

Supra-segmentals: same emphasis on stress as before.

b. Morphemes: Generalization, present tense with nouns of the M-WA class.

c. Syntax: Generalization: in a statement the demonstrative follows a noun like an adjective does; mtu huyu (man this).

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) A visit to the village teacher.

b. Cultural item: The African village teacher.

c. Lexical items:

mzee	(old person)	kunywa	(drink)
nyumba	(house)	kula	(eat)
jirani	(neighbor)	furahi	(be glad)
mji	(town)	kwenda	(go)
kaa	(stay, live)	rudi	(return)
cheka	(laugh)	toka	(go out)
kuja	(to come)	ona	(see)
leta	(bring)	lakini	(but)
		mkate	(bread)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Reinforcement of the /d'/ sound.

a. Our list of words containing this sound (see Generalization, Lesson 5) has grown a little in this lesson. We now have the following:-

Jambo	/d'ámbo/	jirani	/d'iráni/
Juma	/d'úma/	kuja	/kúd'a/
jina	/d'ína/	mji	/m̀d'i/
jifunza	/d'ifúnza/	mjini	/md'íni/
moja	/mód'a/		

Drill

Jambo, Juma!	Jambo, jirani!
Jina lako ni Juma?	Jina langu ni Juma.
Juma, unajifunza?	Ninajifunza.
Jirani mmoja anakuja?	Ndio, jirani anakuja.
Jirani mmoja anajifunza mjini?	Ndio, jirani mmoja anakuja kujifunza mjini.
Ni mji mmoja mdogo?	Ni mji mdogo.

b. The /n'/ and /n'w/ sounds. These sounds may occur initially or within the word.

nyumba	/n'úmba/
fanya	/fán'a/
kunywa	/kún'wa/
nywa	/ń'wa/

Drill

Unafanya nini?	Ninafanya kazi.
Unakaa wapi?	Ninakaa katika nyumba.
Unakunywa nini?	Ninakunywa chai.

2. Pattern Drills

Mzee huyu.
Huyu ni mzee.
Huyu ni mtu mzee.

Wanacheka.
Watoto wanacheka.
Mama anacheka.

Ninakunywa chai.
Wanakunywa chai vilevile?
Tunakunywa kahawa.

Unaona nini?
Ninaona mji.
Ninaona nyumba katika mji.

Ninakaa.
Anakaa katika nyumba.
Unakaa hapa.

Anakuja.
Baba anakuja.
Juma anakuja.

Anakula.
Mtoto anakula nini?
Anakula mkate.

Anafurahi sana.
Watoto wanafurahi.
Jirani anafurahi?

3. Drills with demonstratives

a. The demonstrative follows a noun.

Mtu huyu.
Baba huyu.
Mbuzi huyu.

Mtoto yule.
Mama yule.
Mbuzi yule.

Watu hawa.
Baba hawa.
Mbuzi hawa.

Watoto wale.
Mama wale.
Mbuzi wale.

b. The demonstrative with "ni" precedes a noun.

Huyu ni mtu.
Huyu ni baba.
Huyu ni mbuzi.

Yule ni mtoto.
Yule ni mama.
Yule ni mbuzi.

Hawa ni watu.
Hawa ni baba.
Hawa ni mbuzi.

Wale ni watoto.
Wale ni mama.
Wale ni mbuzi.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Mzee yule ni nani?

   Mzee yule ni Juma.

2. Analeta nani hapa?

   Analeta mtoto mdogo, Ali.

3. Wanataka kuona nani?

   Wanataka kuona mwalimu.

4. Mwalimu anakaa wapi?

   Anakaa katika nyumba.

5. Sasa mwalimu anatoka.

   Ndio, na anacheka.

6. Kwa nini anacheka?

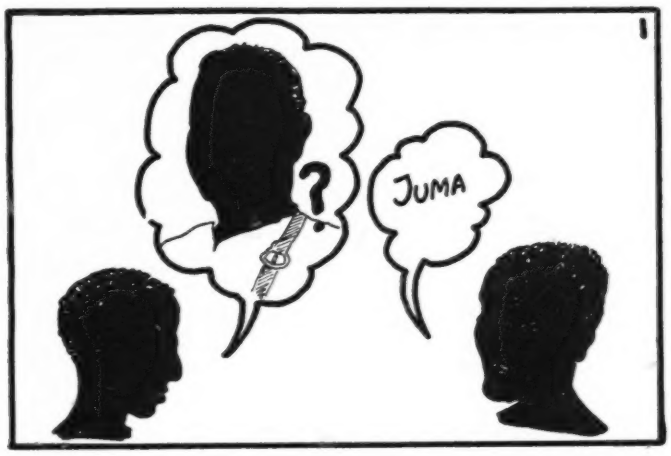
   Anafurahi kuona wageni.

7. Wageni hawa ni jirani?

   Ndio, wanakaa hapa.

8. Juma ni mzee mrefu.

   Lakini Ali ni mfupi.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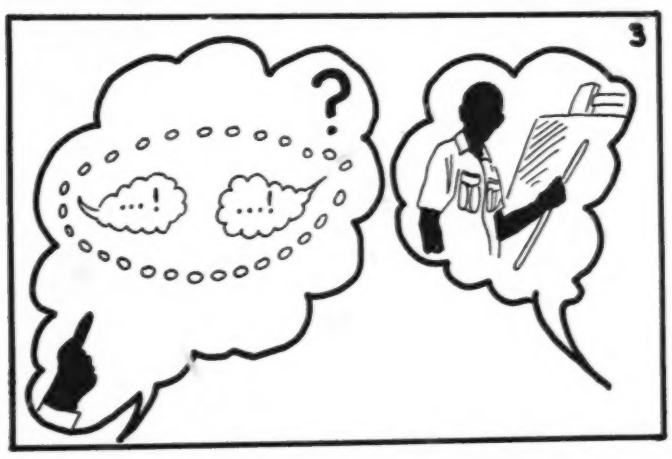
JUMA

2
ALI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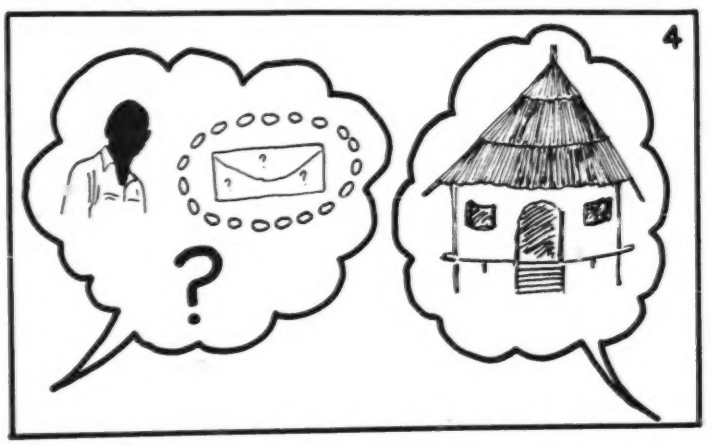
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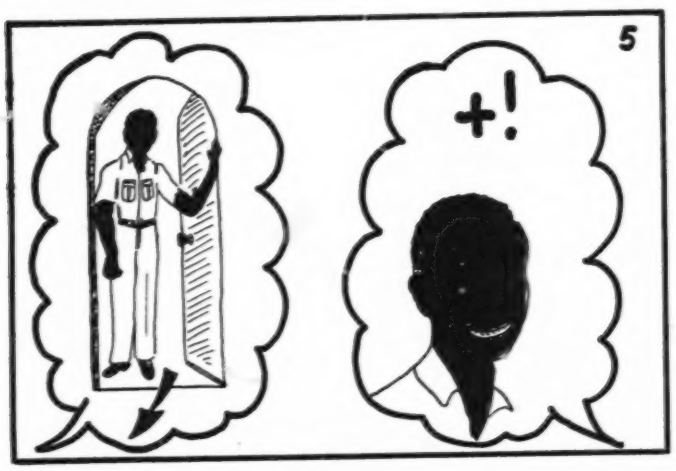
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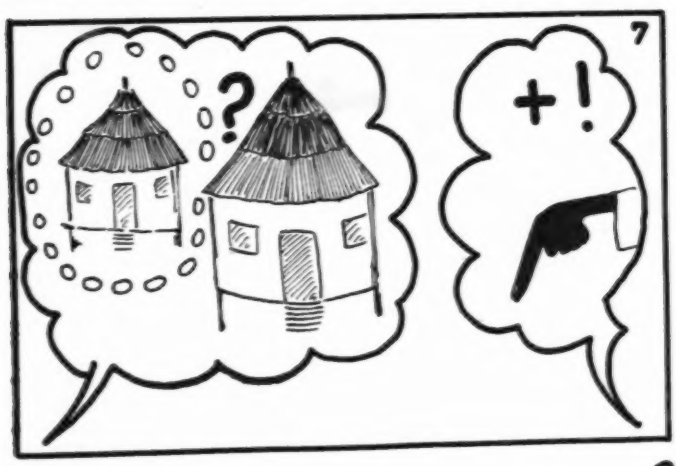
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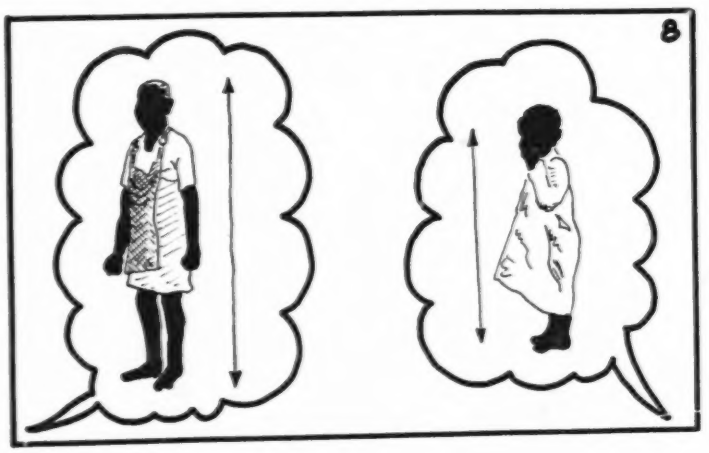
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1. Who is that old man?
   That old man is Juma.

2. Whom does he bring here?
   He is bringing a small child, Ali.

3. Whom do they want to see?
   They want to see the teacher.

4. Where does the teacher stay?
   He stays in a house.

5. Now the teacher is coming out.
   Yes, and he is laughing.

6. Why is he laughing?
   He is glad to see the visitors.

7. Are these visitors neighbors?
   Yes, they live here.

8. Juma is a tall old man.
   But Ali is short.

Step 1.

1. Drills on /d'/, /ñ/, and /n'w/ sounds.

a. Repetition Drill

Juma anaingia nyumbani.

Ali, mzee, mwalimu.

Mama anakunywa chai.

baba, mwanafunzi, mtoto, mimi, sisi.

Juma anajifunza.

jirani, rafiki, mama, mimi, watoto.

Substitution Drill

Ali: ----- anaingia nyumbani.

Juma, mzee, mwalimu.

Mama: ----- anakunywa chai.

baba, mwanafunzi, mtoto, mimi, sisi.

Rafiki: ----- anajifunza.

jirani, mama, Juma, mimi, watoto.

2. Drills on demonstratives.

a. Repetition Drill

Mtu mzee anakuja.

mwalimu, Mswahili, mgeni.

Mzee huyu anakula.

mwanafunzi, mbuzi, mtoto.

Mama anakunywa chai.

baba, Ali, Juma.

Substitution Drill

Mswahili: ----- mzee anakuja.

mgeni, mwalimu, mtu.

Mbuzi: ----- huyu anakula.

mzee, mwanafunzi, mtoto.

Ali: ----- anakunywa chai.

Juma, baba, mama.

b. Repetition Drill

Watoto hawa wanacheka.

watu, walimu, wageni.

Walimu wale wanaketi.

mama, wanafunzi, Waswahili.

Jirani hawa wanafurahi.

rafiki, wazee, wageni.

Substitution Drill

Walimu: ----- hawa wanacheka.

watu, wageni, watoto.

Mama: ----- wale wanaketi.

walimu, wanafunzi, Waswahili.

Rafiki: ----- hawa wanafurahi.

wazee, wageni, jirani.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 6

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Juma anakunywa nini?
2nd: Juma anakunywa chai.

wewe, mgeni, Ali.

b. 1st: Baba anafanya kazi?
2nd: Ndio, anafanya kazi.

mwalimu, rafiki, jirani.

c. 1st: Ali anakaa mjini?
2nd: Ndio, anakaa mjini.

Juma, jirani, mama.

d. 1st: Mtu huyu ni mzee?
2nd: Ndio, ni mzee.

mwalimu, Mkikuyu, mgeni.

e. 1st: Huyu ni mzee gani?
2nd: Huyu ni mzee mbaya.

mwalimu, mtu, mwanafunzi.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wewe unajifunza nini?
Ninajifunza Kiswahili.

Ali, Juma, baba.

b. Juma anakaa wapi?
Anakaa mjini.

wazee, mgeni, watoto.

c. Mzee gani analala?
Mzee mrefu analala.

mwalimu, wageni, watu.

d. Huyu ni mtu mzee?
Ndio, ni mtu mzee.

mwalimu, Mswahili, Wakikuyu.

e. Mtoto huyu ni Juma?
Mtoto huyu ni Juma.

mzee, mwalimu.

f. Hawa ni wageni?
Ndio, ni wageni.

wanafunzi, walimu, watoto.

g. Watu hawa wanakula?
Ndio, wanakula.

walimu, wageni, wazee.

h. Yule ni mwalimu mwema?
La, si mwalimu mwema.

mtu, mwanafunzi, mtoto.

i. Watoto wale wanacheza?
Ndio, wanacheza.

wanafunzi, walimu, wageni.

j. Yule ni mzee?
La, yule si mzee.

Ali, mwalimu, baba, mimi.

k. Mwalimu huyu ni mzuri.

mtu, watoto, wanafunzi.

l. Huyu ni mtu mbaya.

watu, walimu, mtoto.

m. Juma anajifunza.

mimi, ninyi, Ali, sisi.

n. Dada anafagia nyumbani.

watoto, mama, wanafunzi.

o. Sisi tunakunywa kahawa.

ninyi, yeye, mimi, Ali.

p. Baba anataka nyumba.

sisi, Juma, jirani (pl.), wageni.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Mtu yule ni mwalimu mwema. Anafundisha wanafunzi watano, na wote wanasema Kiswahili. Sasa mwalimu anafurahi na anacheka. Anakaa katika nyumba mjini. Anaona jirani anakuja na mtoto Ali vilevile. Anakwenda kwa mama na anasema: "Tengeneza chai, Juma anakuja. Juma anapenda kunywa chai. Ali ni mtoto mkubwa, yeye ni mwanafunzi, na anapenda kula mkate".

Juma ni jirani na anakaa katika shamba. Analima shamba na Ali anasaidia baba kulima. Mama analeta chakula kwa baba katika shamba. Wao ni wazee sasa. Katika shamba tunaona mbuzi watatu; wawili wanatafuta chakula na mmoja analala.

Step 2. Questions based on the above narration:

Nani anatengeneza chai?
Nani anakuja kusema na mwalimu?
Mwalimu anakaa wapi?
Anafurahi sasa?

Nani mtu mwema?
Wanafunzi wangapi wanasema Kiswahili?
Mzee, jina lake nani?
Mtoto wa mzee ni nani?

Mzee yule anafanya kazi gani?
Mzee anakaa wapi?
Nani anasaidia baba kulima?
Tunaona nini katika shamba?
Mbuzi wangapi wanalala?
Wangapi wanatafuta chakula?
Mama analeta nini shambani?

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. In the preceding lesson we introduced you to the /d'/ sound as it occurs in words like:-

jambo	moja
Juma	kuja
jina	mji
jifunza	mjini
jirani	

As this is a sound which occurs quite frequently, study the Generalization again in Lesson 5 and make sure that you are getting this sound correctly.

2. The 'ny' sound which we may find to be similar to a word like 'canyon' or 'señorita' may occur at the beginning of a word in Swahili. This is not the case in English. So far we have had one Swahili word, 'nyumba', to illustrate this. There will be more to come. We introduced you to this sound already in Lesson 3, and we find it in the middle of words like 'fanya' and 'kunywa'.

II. Language Structure (Demonstratives)

1. a. You will be interested to learn about the unusual and systematic way in which the demonstratives are formed. Let's look at those which point out living beings.

s.	huyu	(this)	yule	(that)
pl.	hawa	(these)	wale	(those)

b. Notice that in the first pair; 'huyu', 'hawa', the words begin with an 'h'. This 'h' represents nearness, and to this one can add the subject prefix or pronoun to indicate the singular or plural. Thus we get:

h + yu > huyu
h + wa > hawa

Because 'hyu' and 'hwa' are not easily pronounceable, the vowel sound of the subject prefix slips back between the h and the pronoun to form a pleasing connecting link and easily pronounceable words: huyu, hawa.

c. The words in the second pair 'yule', 'wale' end in 'le'. This ending denotes distance. Thus the pronoun plus 'le' produce:

yu + le > yule
wa + le > wale

Remember then:

'h' for nearness plus pronoun: huyu, hawa
(this, these).

'le' for distance preceded by the pronoun:
yule, wale
(that, those).

III. Cultural Note

The African village teacher is often one of the leading personalties of his village or community. He is trying to bring literacy and education into a community which often is quite primitive. The village teacher who is entitled to teach grades 1-4 usually does not have more than 6th or 8th grade education himself, followed by a year at a Teacher Training Center. Nevertheless, he represents the first important step in the process of enlightment and education for African people.

SWAHILI BASIC COURSE

LESSON 7

1. EXPRESSION STRUCTURE

a. Phonemes: Reinforcement of stressed syllabic /m/.

Clusters: Initial /nd/.

Supra-segmentals: Reinforcement of intonation patterns. Attention is continually paid to the matter of fixed stress, open vowels with no obscuration.

b. Morphemes: The singular of nouns of the M-Mi class.

c. Syntax: Nothing new.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) The hunter and his home.

b. Cultural item: Introducing the hunter.

c. Lexical items:

mti	(tree)	juu ya	(on top of)
mkuki	(spear)	pamoja na	(together with)
mkono	(hand, arm)	shika	(to hold)
mlima	(mountain)	ndani ya	(inside of)
mguu	(leg, foot)	-kali	(sharp, fierce)
msitu	(forest)	halafu	(then, afterwards)
ndege	(bird)		
chini ya	(under, underneath)	sana	(very)
karibu na	(near, nearby)		

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. a. The stressed syllabic /m/ is introduced again for reinforcement. So far it has occurred only in two words:

mti /ḿ̩ti/ (tree)

mtu /ḿ̩tu/ (person)

Drill using these words:-

Mtu mzuri.
Mti mrefu.
Mtu anasimama.
Chini ya mti.
Mtu si mti.

b. Drill on the initial /nd/.

Ndio.
Ndio, ninaona ndege.
Ndege ni mdogo.
Ndege ni ndani ya msitu.

2. Drills

a. Singular nouns of the Mi class (pronunciation).

mti	/ḿ̩ti/
mkono	/mkóno/
mguu	/mgúu/
mkuki	/mkúki/
mlima	/mlíma/
msitu	/msítu/
mkate	/mkáte/
mlango	/mláŋgo/

b. Mi class nouns with adjectives.

Mkono mfupi.	Mkuki mkali.
Mguu mrefu.	Mlima mkubwa.
Mti mdogo.	Msitu mbaya.
Mkate mzuri.	Mlango mdogo.

Note: Nouns and adjectives can be re-combined for further repetition drills.

c. Mi class nouns with prepositions and demonstratives. Attention to be given to the correct stress. See note on prepositions.*

Chini ya mti huu.	/číni ya m̩ti húu/
Juu ya mti ule.	/d'úu ya m̩ti úle/
Karibu na mlango huu.	/karíbu na mlángo húu/
Ndani ya msitu ule.	/ndáni ya msítu úle/
Pamoja na mkuki huu.	/pamód'a na mkúki húu/

Note: Other nouns and demonstratives may be substituted.

* Note that 'chini', 'juu', and 'ndani', are followed by a possessive particle 'ya' (of). The words 'karibu' and 'pamoja' are followed by 'na' (with). These particles are unstressed.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Wapi baba?

   Anasimama chini ya mti ule.

2. Baba anashika nini?

   Anashika mkuki kwa mkono mmoja.

3. Mkuki huu ni mkali?

   Ni mkuki mkali sana.

4. Anatazama mlima mkubwa?

   Ndio, na anaona msitu vilevile.

5. Mti ule ni mrefu?

   Ndio, ni mti mrefu sana.

6. Ndege wanakaa wapi?

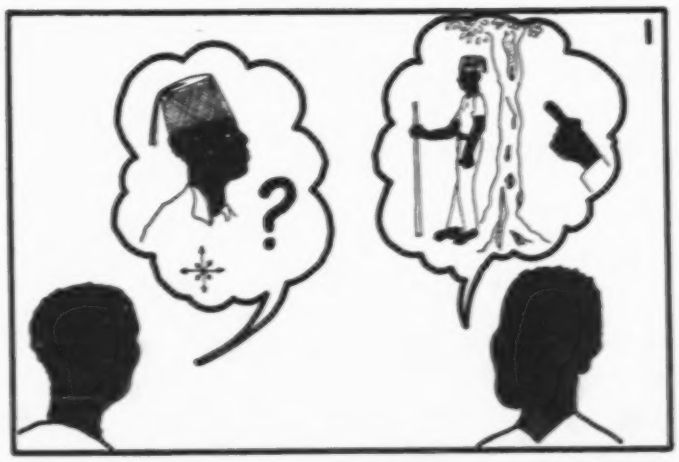
   Wanakaa juu ya mti ule.

7. Mama anaketi karibu na mlango.

   Mlango ule ni mdogo.

8. Mtoto anakaa karibu?

   Ndio, na anakula mkate mzuri.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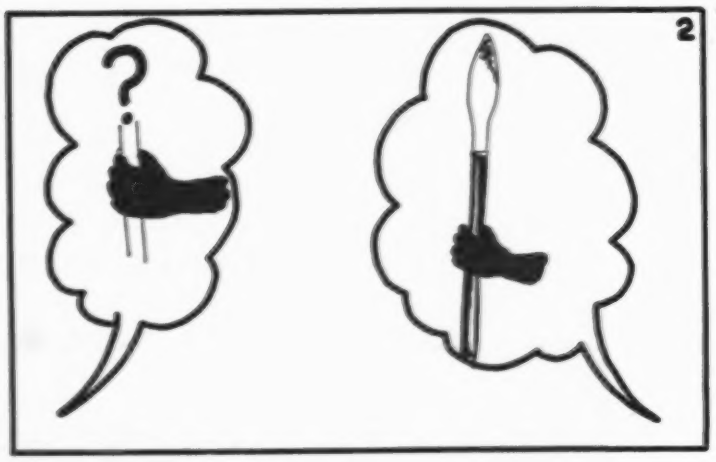
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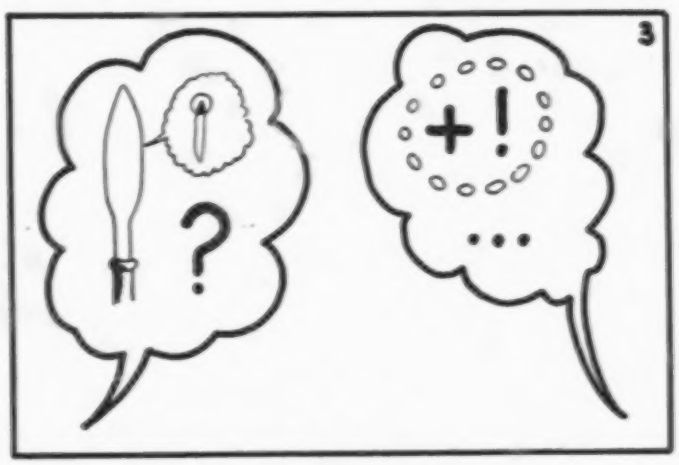
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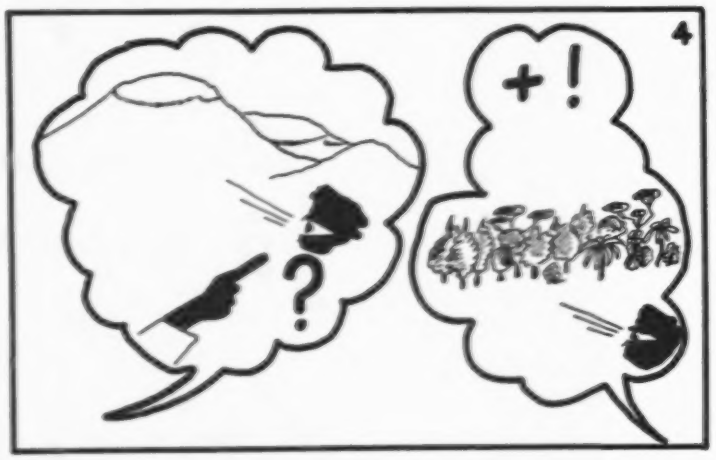
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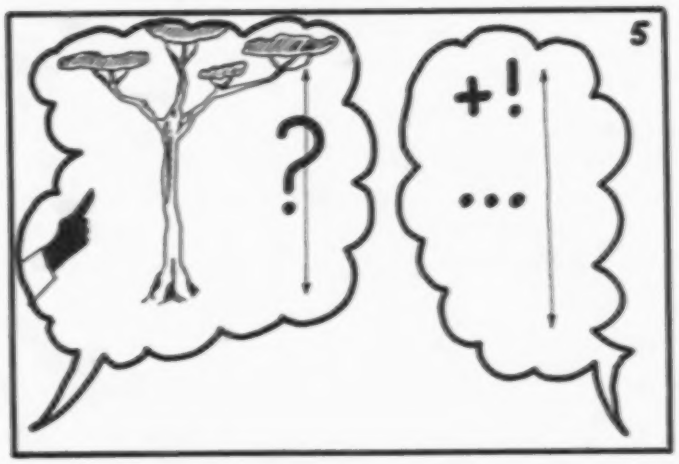
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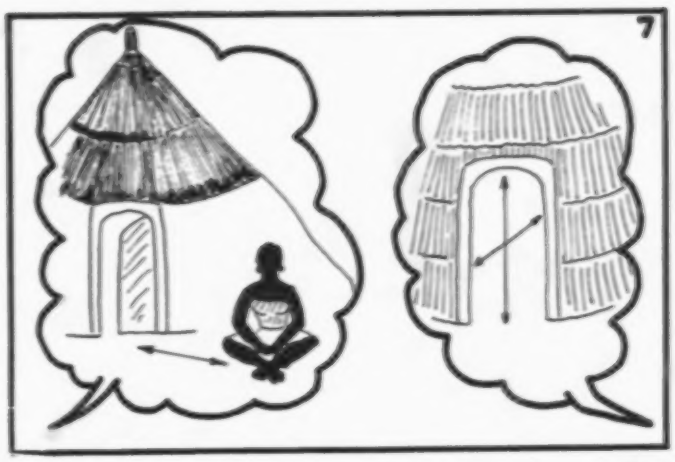
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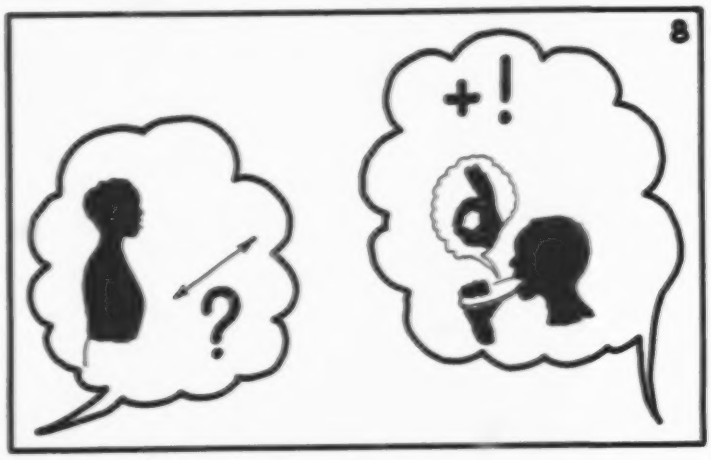
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1. Where is father?

   He is standing under that tree.

2. What is father holding?

   He is holding a spear with one hand.

3. Is this spear sharp?

   It is a very sharp spear.

4. Is he looking at a big mountain?

   Yes, and he also sees the forest.

5. Is that a tall tree?

   Yes, it is a very tall tree.

6. Where do the birds stay?

   They live on top of that tree.

7. Mother is sitting near the door.

   That door is small.

8. Is the child near by?

   Yes, and he is eating good bread.

Step 1.

1. Drills on Mi class singular with adjectives.

a. Repetition Drill

Anashika mkuki mkubwa.

-dogo, -refu, -kali.

Ninatazama mlima mrefu.

-kubwa, -zuri.

Anataka mkate mzuri.

-dogo, -refu.

Substitution Drill

-refu: Anashika mkuki -----.

-kali, -kubwa, -dogo.

-kubwa: Ninatazama mlima -----.

-refu, -zuri.

-dogo: Anataka mkate -----.

-refu, -zuri.

2. Drills on the initial /nd/.

a. Repetition Drill

Ndege mdogo anasimama.

lala, kwenda, kuja.

Ndio, ndege analala.

cheza, furahi, rudi.

Analala ndani ya msitu.

cheza, fanya kazi, kwenda.

Substitution Drill

kuja: Ndege mdogo -----.

lala, kwenda, simama.

rudi: Ndio, ndege -----.

furahi, cheza, lala.

kwenda: ----- ndani ya msitu.

lala, fanya kazi, cheza.

3. Drills on Mi class nouns with prepositions.

a. Repetition Drill

Analala chini ya mti.

juu ya, karibu na.

Wanatembea ndani ya msitu.

karibu na, kando ya.

Anacheza pamoja na rafiki.

karibu na.

Substitution Drill

chini ya: Wanalala ----- -- mti.

juu ya, karibu na.

ndani ya: Wanatembea ----- -- msitu.

karibu na.

pamoja na: Anacheza ----- -- rafiki.

karibu na.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 7

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Ndege ni mdogo?
2nd: Ndio, ndege ni mdogo.

-kubwa, -zuri, -refu, -kali.

b. 1st: Ndege anaingia wapi?
2nd: Ndege anaingia ndani ya msitu.

kwenda, kaa.

c. 1st: Mkuki ni karibu na mti?
2nd: La, mkuki ni karibu na mlango.

nyumba, mtoto, mgeni.

d. 1st: Wanatembea wapi?
2nd: Wanatembea chini ya mlima.

karibu na, juu ya.

e. 1st: Anatazama mlima mkubwa?
2nd: Ndio, anatazama mlima mkubwa.

mkuki, mti, mkono, mguu, msitu.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Anataka mkuki gani?
Anataka mkuki mrefu.

mti, mkate, mlango.

b. Unanunua mkate gani?
Ninanunua mkate mdogo.

mkuki, mti, mlango.

c. Huu ni mti mrefu?
Ndio, ni mti mrefu.

mlima, mtu, watoto.

d. Unaona mto mkubwa huu?
Ndio, ninaona mto mkubwa huu.

mlima, msitu, walimu.

e. Anatazama mto huu mdogo?
La, anatazama ule mkubwa.

mkuki, mlima, mgeni, wanafunzi.

f. Mbuzi anacheza wapi?
Anacheza chini ya mti.

karibu na, juu ya.

g. Mtoto analala wapi?
Analala karibu na mti.

chini ya.

h. Baba anataka nini?
Anataka kunywa chai.

wewe, mwanafunzi, Ali.

i. Unataka mti huu?
La, ninataka mti ule.

mkate, mlango, mwanafunzi.

j. Anataka mkuki huu?
Ndio, anataka mkuki huu.

mlango, mti, mtoto.

k. Huu ni mti mkubwa.

mlima, mkate, msitu, ndege.

l. Mkate huu ni mkubwa.

mlima, msitu, mkuki, mkono.

m. Anashika mkuki pamoja na mkate.

leta, taka, nunua.

n. Anakaa chini ya mti.

juu ya, karibu na.

o. Tunataka mkuki mkali.

-refu, -kubwa, -fupi, -dogo.

p. Tunatafuta mkuki mmoja.

-wili, -tatu, -sita, nane.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Baba anasimama chini ya mti ule. Mti ule ni mkubwa sana na ndege wanakaa katika mti. Baba anashika mkuki kwa mkono mmoja. Mkuki ule ni mkali sana. Anaona mti mrefu chini ya mlima ule. Mlima ule ni mkubwa sana. Mti ule ni katika msitu mkubwa. Nyumba ya watu hawa ni karibu, na mama anaketi karibu na mlango. Huu ni mlango mdogo. Watoto wawili wanaketi pamoja na mama. Wanakula mkate na wanatazama ndege juu ya mti. Watoto wale wanafurahi na sasa wanataka kucheza.

Step 2. Questions based on the above narration:

Nani anaketi?
Mlango ni mkubwa?
Watoto wanatazama nini?
Nani anataka kucheza?
Baba anaona nini?
Anashika nini?
Baba anasimama wapi?
Nani anakaa katika mti mkubwa?
Nini ni mkali?
Nini ni chini ya mlima?
Mti ule mkubwa ni wapi?
Mama anafanya nini?
Watoto wanakula nini?

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

1. The stressed syllabic /m/ is introduced again with a new word 'mti' /m̩ti/.
Thus you have learned:

m̩tu (person)

m̩ti (tree)

Practice these words in combination with others.

Ninaona mtu na mti. (I see a person and a tree.)
Mtu mkubwa. (A big person.)
Mti mrefu. (A tall tree.)
Mtu anaketi chini ya mti. (A person is sitting under the tree.)

2. Make note also of the initial /nd/ which appears in words like:

ndio (yes)
ndege (bird)
ndani (inside)

You dwell on the /n/ sound a little and then release with the voiced stop /d/. The tip of the tongue is in the same position for both sounds. It is the same sound really like in the English word 'bend', only instead of appearing at the end of a word, in Swahili many words start out with this pre-nasalized /d/.

II. Language Structure (M-MI Class)

1. When nouns have a singular prefix 'm', but they do not denote living beings, then instead of using a plural prefix 'wa' a new plural prefix 'mi' is used.

In this lesson you have been introduced to this new group of nouns which have 'm' in the singular, and 'mi' in the plural.

singular	plural
mkuki	mikuki
mti	miti
mlima	milima
mkono	mikono
mguu	miguu
msitu	misitu
mkate	mikate

2. The pronouns are reduced to two in number since these inanimate things are unable to talk but we can talk about them by referring to them by 'it' or 'they'. The corresponding pronouns for this class in Swahili are:-

singular	plural
u (it)	i (they)

Mti unasimama. (The tree, it is standing.)
Miti inasimama. (The trees, they are standing.)

3. The demonstratives are formed on the same pattern as discussed in the previous lesson.

s. h (nearness) + 'u' > huu (this)
pl. h (nearness) + 'i' > hii (these)

s. 'u' + 'le' (distance) > ule (that)
pl. 'i' + 'le' (distance) > ile (those)

Examples:-

s.	mti huu	(this tree)
	mti ule	(that tree)
pl.	miti hii	(these trees)
	miti ile	(those trees)

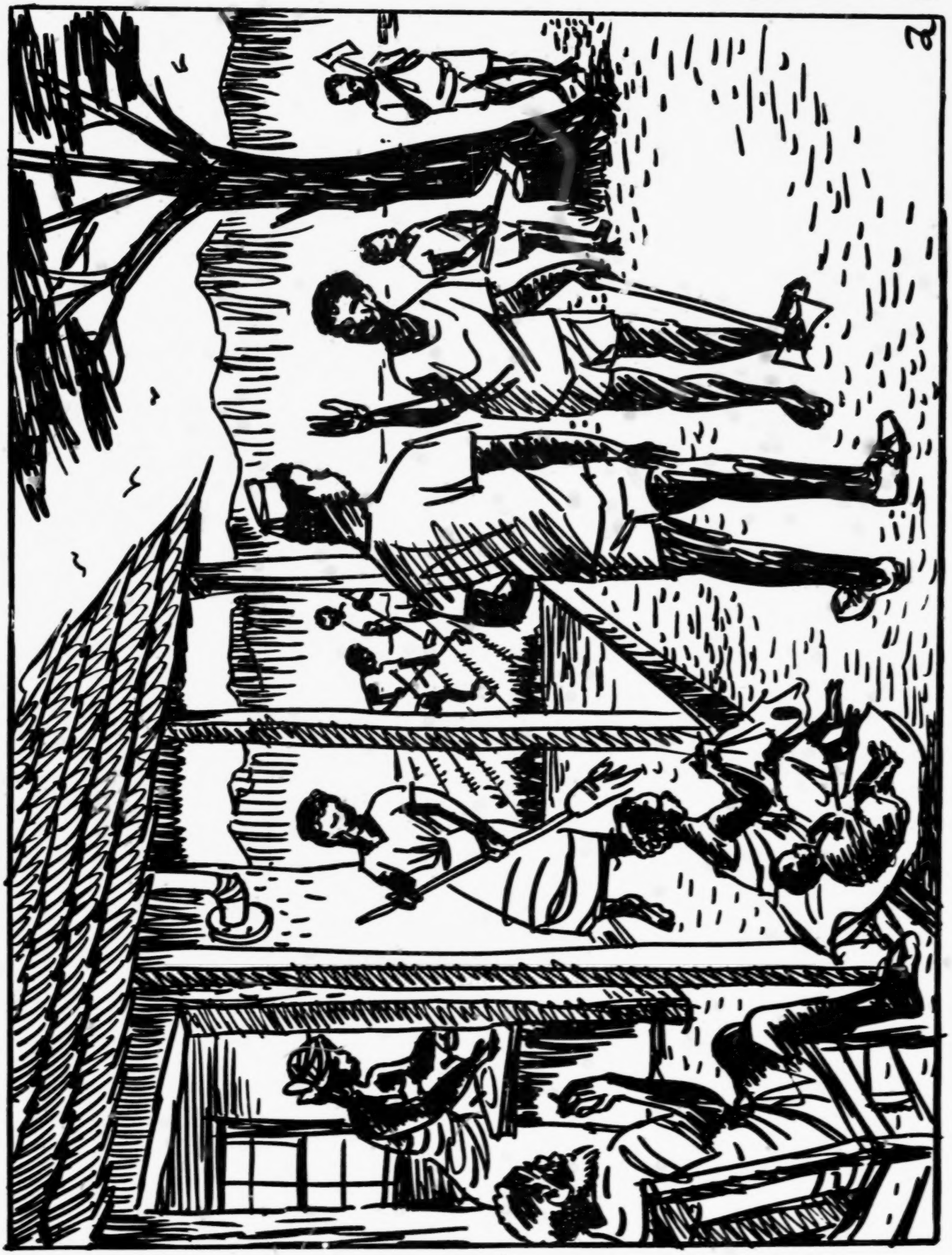
The plurals of this M-Mi class will be applied more fully in Lesson 9.

III. Cultural Note

In the dialogue mention is made of the man holding a spear. Most of the Africans still hunt this old fashioned way, and others use bow and arrows. The Masai tribe in particular, is very adept in handling the spear and will kill a lion by spearing it.

SWAHILI BASIC COURSE

LESSON 8



VOLUME I BLUE PRINT LESSON 8

1. EXPRESSION STRUCTURE

a. Phonemes: Re-enforcement of the apico-dental trill /r/ in comparison to the English retroflex flap.

Supra-segmentals: Nothing new.

b. Morphemes: Introducing the present tense of 'to have'.

c. Syntax: The question particle 'je' in idiomatic use.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Family scene - brothers, sisters.

b. Cultural item: The mother and her daughters in an African home.

c. Lexical items:

habari	(news)	kata	(cut)
rafiki	(friend)	safisha	(clean)
ndugu	(brother)	pika	(cook)
dada	(sister)	vuta	(pull)
sigara	(cigarette)	fagia	(sweep)
mto	(river)	tembea	(walk)
mkeka	(mat)	tia	(put)
mfuko	(pocket, satchel)	shona	(sew)
chukua	(carry) (v.)		

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Reinforcement of the rolled /r/ sound. (Refer to Lesson 3 under Perception Drill). Herewith words for practice:

/r/	habari	furahi
	rafiki	mzuri
	sigara	jirani
	karibu	kwa heri
	rudi	mrefu

Habari, rafiki!
Karibu, wewe ni jirani.
Hapa sigara mzuri.
Ninakaa karibu na jirani.
Jirani anarudi.
Rafiki anafurahi.
Kwa heri, rafiki.

2. The question particle 'je' /d'e/.

This is an idiomatic expression used with questions. It either introduces a question, or ends a question, or both. There is no English equivalent for this.

Unafanya nini?	(What are you doing?)
Je, unafanya nini?	(Say, what are you doing?)
Mama, je?	(What about Mother?)

Je, wapi Ali?
Je, anakwenda wapi?
Je, anasema nini?
Je, unapenda kahawa?

Baba anasimama.
Na mama, je? Anaketi.

Ali anasafisha mikono.
Na Salimu, je? Yeye anajifunza.

Baba na mama wanafanya kazi.
Na watoto, je? Wanacheza.

3. The present tense of the verb 'to have' is formed by adding 'na' (with) to the short pronouns.

nina	(I have)
una	(you have)
ana	(he, she has)

Nina mfuko?	Ndio, una mfuko.
Una mkate?	Ndio, nina mkate.
Ana kazi?	Ndio, ana kazi.

Mimi nina chai.
Wewe una kahawa.
Yeye ana mkate.
Juma ana mtoto.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD

SWAHILI DIALOGUE

LESSON 8

1. Habari gani, rafiki?

   Asante, njema.

2. Una ndugu wangapi?

   Nina ndugu wawili.

3. Hawa wanafanya kazi?

   Ndio, wanakata mti ule.

4. Una dada vilevile?

   Nina dada watatu.

5. Wanasaidia mama?

   Ndio, sasa wanafagia.

6. Wanafagia wapi?

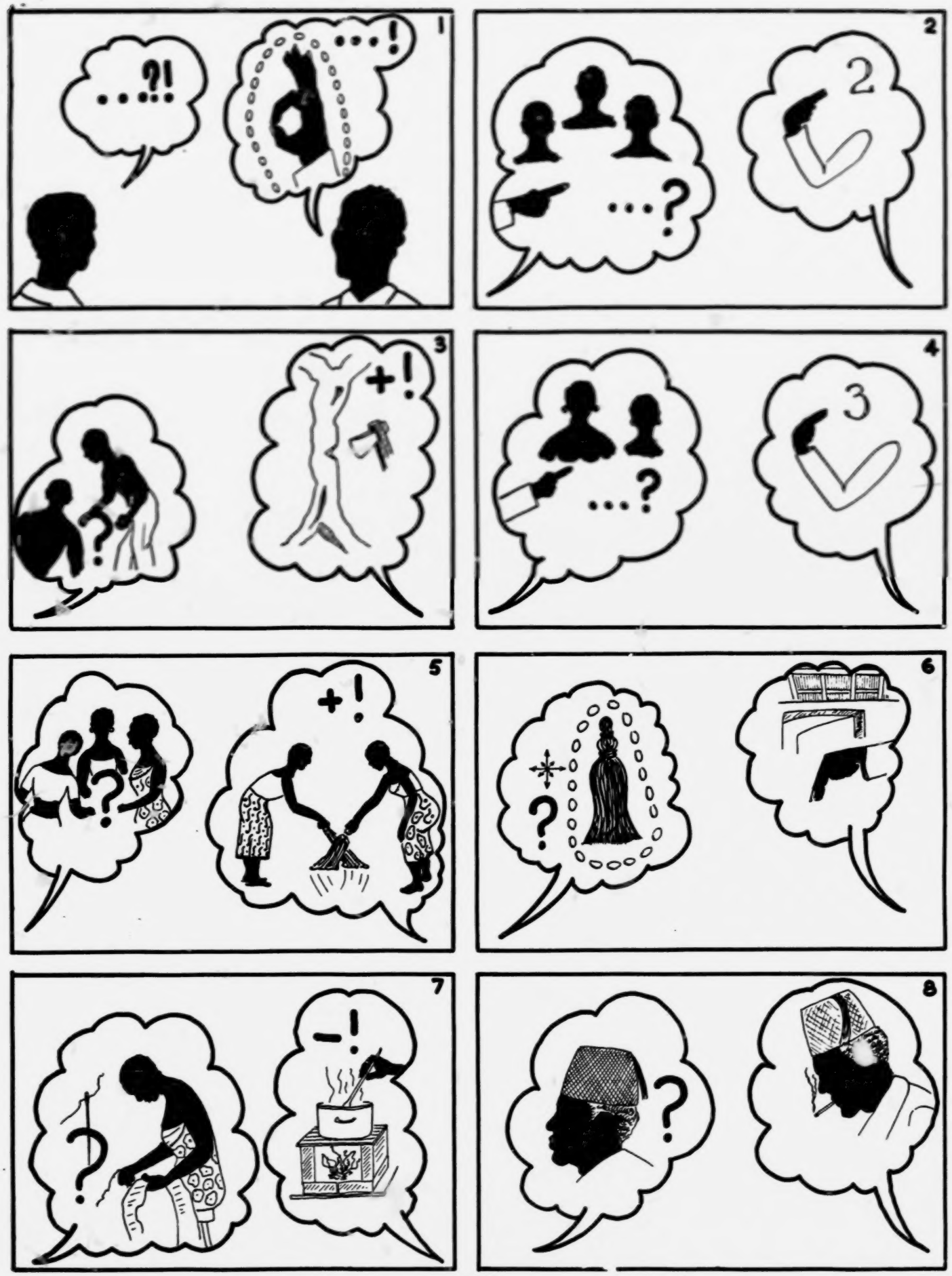
   Hapa katika nyumba.

7. Mama anashona?

   La, anapika chakula.

8. Na baba, je?

   Yeye ni mzee, anavuta sigara.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1. What's the news, friend?
   Thanks, fine.

2. How many brothers do you have?
   I have two brothers.

3. Are they working?
   Yes, they're cutting that tree.

4. Do you also have sisters?
   I have three sisters.

5. Are they helping Mother?
   Yes, they're sweeping now.

6. Where are they sweeping?
   Here in the house.

7. Is Mother sewing?
   No, she's cooking food.

8. And what about Father?
   He's old, he's smoking.

Step 1.

1. Drills on the rolled /r/ sound. (reinforcement)

a. Repetition Drill

Rafiki ana jirani.

sigara, habari.

Jirani ana sigara.

habari, rafiki.

Rafiki ni mrefu.

jirani, mzuri.

Substitution Drill

jirani: Rafiki ana -----.

sigara, habari.

rafiki: Jirani ana -----.

habari, sigara.

mrefu: Rafiki ni -----.

jirani, mzuri.

2. Drills on the verb 'to have'.

a. Repetition Drill

Mimi nina ndugu.

wewe, jirani, Ali.

Jirani ana dada.

mimi, wewe.

Dada ana mfuko.

mimi, wewe.

Substitution Drill

Mimi: ----- nina ndugu.

wewe, jirani.

Jirani: ----- ana dada.

mimi, wewe.

Dada: ----- ana mfuko.

mimi, wewe.

3. Drills on WA class generalization.

a. Repetition Drill

Mimi ninachukua mkeka.

wewe, rafiki, ninyi, sisi.

Ndugu anavuta sigara.

mimi, wewe, sisi, ninyi.

Dada anakata mti.

wewe, mimi, jirani hawa, rafiki wale.

Substitution Drill

Mimi: ----- ninachukua mkeka.

wewe, rafiki, ninyi, sisi.

Ndugu: ----- anavuta sigara.

mimi, wewe, sisi, ninyi.

Dada: ----- anakata mti.

wewe, mimi, jirani hawa, rafiki wale.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 8

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Je, wewe una dada?
2nd: Ndio, mimi nina dada.

Ali, mimi.

b. 1st: Rafiki anasemaje?
2nd: Anasema anataka sigara.

wewe, jirani, wageni.

c. 1st: Je, ndugu ana mtoto?
2nd: Ndio, ndugu ana mtoto.

mimi, wewe.

d. 1st: Wewe unafanyaje?
2nd: Ninasafisha mfuko.

dada, Ali, ninyi, mtoto.

e. 1st: Je, Juma ana habari?
2nd: Ndio, Juma ana habari.

mimi, wewe.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Jirani ana rafiki mzuri?
Ndio, ana rafiki mzuri.

wewe, ninyi.

b. Mwalimu ana dada mrefu?
Ndio, ana dada mrefu.

ninyi, wewe.

c. Rafiki ana jirani mbaya?
Ndio, ana jirani mbaya.

ndugu, habari.

d. Wewe una dada wangapi?
Nina dada watatu.

watoto, mwanafunzi.

e. Wewe una ndugu wawili?
La, nina ndugu wanne.

yeye, mgeni.

f. Wewe una rafiki mfupi?
La, nina rafiki mrefu.

mimi, mtoto.

g. Juma anafanyaje?
Anafagia nyumba.

wewe, dada.

h. Dada anafanyaje?
Anashona mkeka.

wageni, mama.

i. Mwalimu anafanyaje?
Anafundisha wanafunzi.

ndugu, wewe.

j. Jirani anasemaje?
Anasema anataka chakula.

rafiki, walimu.

k. Wewe ni mwalimu mwema.

Ali, mimi, wageni.

l. Ninyi ni wanafunzi.

Juma, wewe, sisi.

m. Mwalimu ana ndugu.

wewe, watoto, mimi.

n. Jirani anatembea pale.

watoto, ndugu, Ali.

o. Baba anafanya kazi.

mimi, sisi, wewe.

p. Mwanafunzi anajifunza.

mimi, ninyi, sisi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Jirani ni Mswahili na yeye ana watoto wengi. Mtoto mmoja mkubwa ni Salimu na yeye ana ndugu wanne na dada watatu. Watoto hawa ni wazuri na wanasaidia baba na mama. Salimu anakata mti mkubwa ule pamoja na Ali, na ndugu wawili wanalima katika shamba. Mtoto mmoja ni mdogo sana na yeye analala sasa.

Dada wawili wanasaidia mama. Wanasafisha na wanafagia nyumba. Asha ni jina la mtoto mmoja na yeye anashona. Mama anapika chakula na anatengeneza chai. Baba anafurahi na sasa anaketi na anavuta sigara.

Step 2. Questions based on the above narration:

Nani ana watoto wengi?
Salimu ana ndugu wangapi?
Hawa wanafanya nini?
Wawili wanafanya nini katika shamba?

Nani anakata mti?
Mtoto mdogo anafanya nini?
Nani anasaidia mama?
Wanafanya nini kusaidia mama?

Nani anashona?
Nani anatengeneza chai?
Baba anasimama?
Baba anafurahi?

Anavuta sigara sasa?
Nani anakata mti pamoja na Ali?
Nani ana watoto wengi?
Nani ni jirani?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

The /r/ sound. Let's make sure that we are getting the Swahili /r/ right. As you know from a previous lesson (Lesson 3) this /r/ is different from our English /r/. In producing the Swahili /r/ the tip of the tongue is placed back of the upper teeth where it produces two vibrations as a rolled /r/. Listen to your teacher carefully and imitate him in producing this short roll or trill as it occurs in words like:

habari	furahi
rafiki	mzuri
sigara	jirani
karibu	kwa heri
rudi	mrefu

II. Language Structure

1. a. There is a question introducer 'je' which is not translatable into English. The nearest equivalent would be something like 'say', which we might use in English in drawing the listener's attention to a question: Say, did you see what she did?

   b. When using the 'je' at the beginning of a question it is stated somewhat emphatically with a short pause following it, after which the question is asked. So a question can be put the following ways:

   (i) Unasema nini? (What are you saying?)
   (ii) Je, unasema nini? (Say, what are you saying?)

   c. This question particle may also be put at the end of a question.

   Baba anafanya kazi. (Father is working.)

   Na mtoto, je? (And how about the child?)

d. Occasionally this 'je' particle may even substitute for an interrogative. In that case it is attached to the end of the verb. When that happens then the word, having been lengthened, must re-adjust the stress or accent and shift it forward a syllable so that the stress may still fall on the next to the last syllable. Thus:

Unaséma níni?

Can be said:

Unasemáje?

Note the shift of the stress marks as indicated.

2. The verb 'to have' is formed as follows:- It consists of the short pronoun plus the 'na' (with) particle. In Swahili the concept of having or possessing is expressed by "being <u>with</u> something."

ni + na > nina (I have. Lit: I (am) with)

u + na > una (you have. Lit: you (are) with)

a + na > ana (he, she has. Lit: he (is) with)

Don't confuse 'nina', 'una', 'ana', with the prefixes to the verb, like:

ninapenda
unataka
anafanya

They are not the same in meaning. The 'nina', meaning 'I have', is a separate word in its own right, and not a set of prefixes.

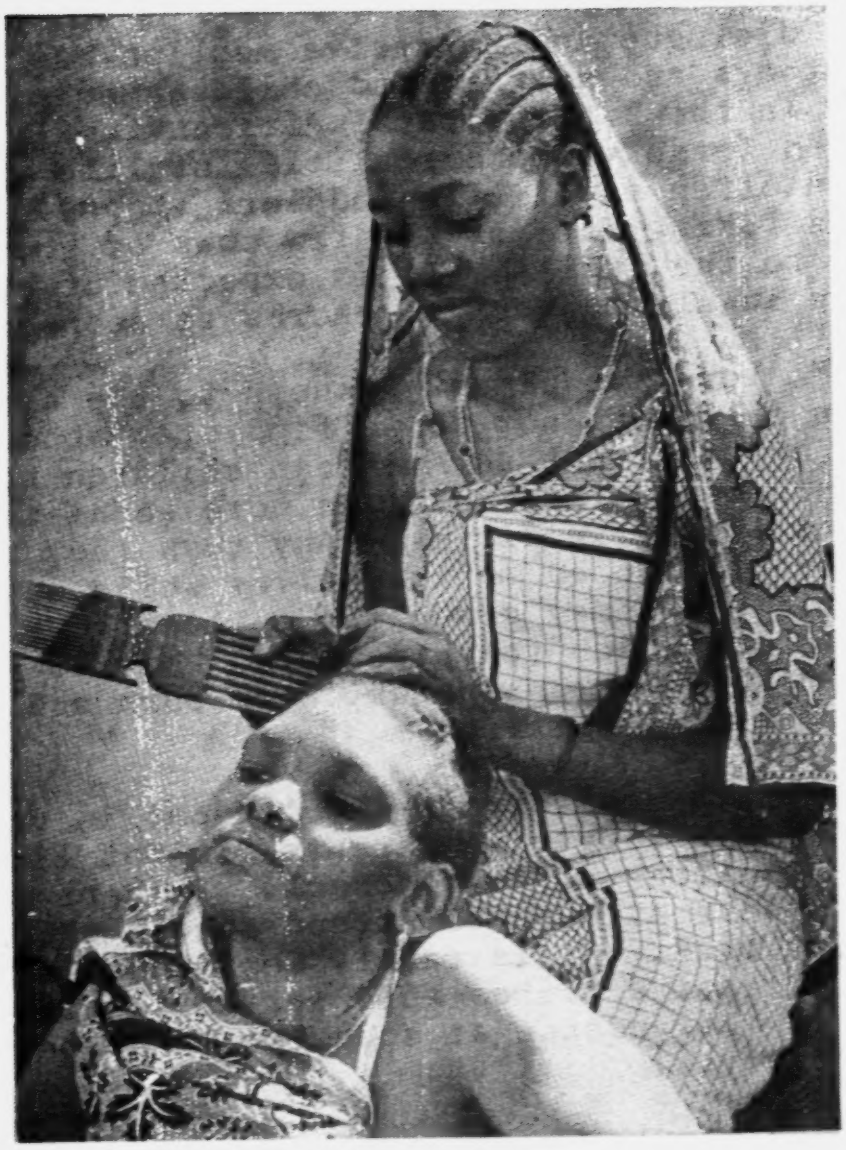
III. Cultural Note

In the dialogue and narrative mention has been made of brothers and sisters and children helping in the home. In the average rural African family the children learn to face realities of life very early. One can often see little toddlers (boys) out in the pasture taking care of the few cows or goats which belong to the family. It is expected of children to help in all manners of chores as soon as possible.

Bought toys are almost unknown to the average African children, nor do we find story books, models, dolls, and all that as American children have in African homes unless they are more sophisticated families living in cities. Any toys they may have, have been fashioned by themselves while out in the pasture. Girls may gradually collect some beads or kerchiefs which they treasure. Nor do many children know just when they were born and so there are no birthday parties.

Because of the children's involvement in various chores, for a long time parents did not like to see the children away at school. Perhaps one or two boys were allowed to attend school while others were kept back. Girls rarely went to school. In more progressive tribes this set-up is slowly changing. Attendance at school has not been made compulsory yet.

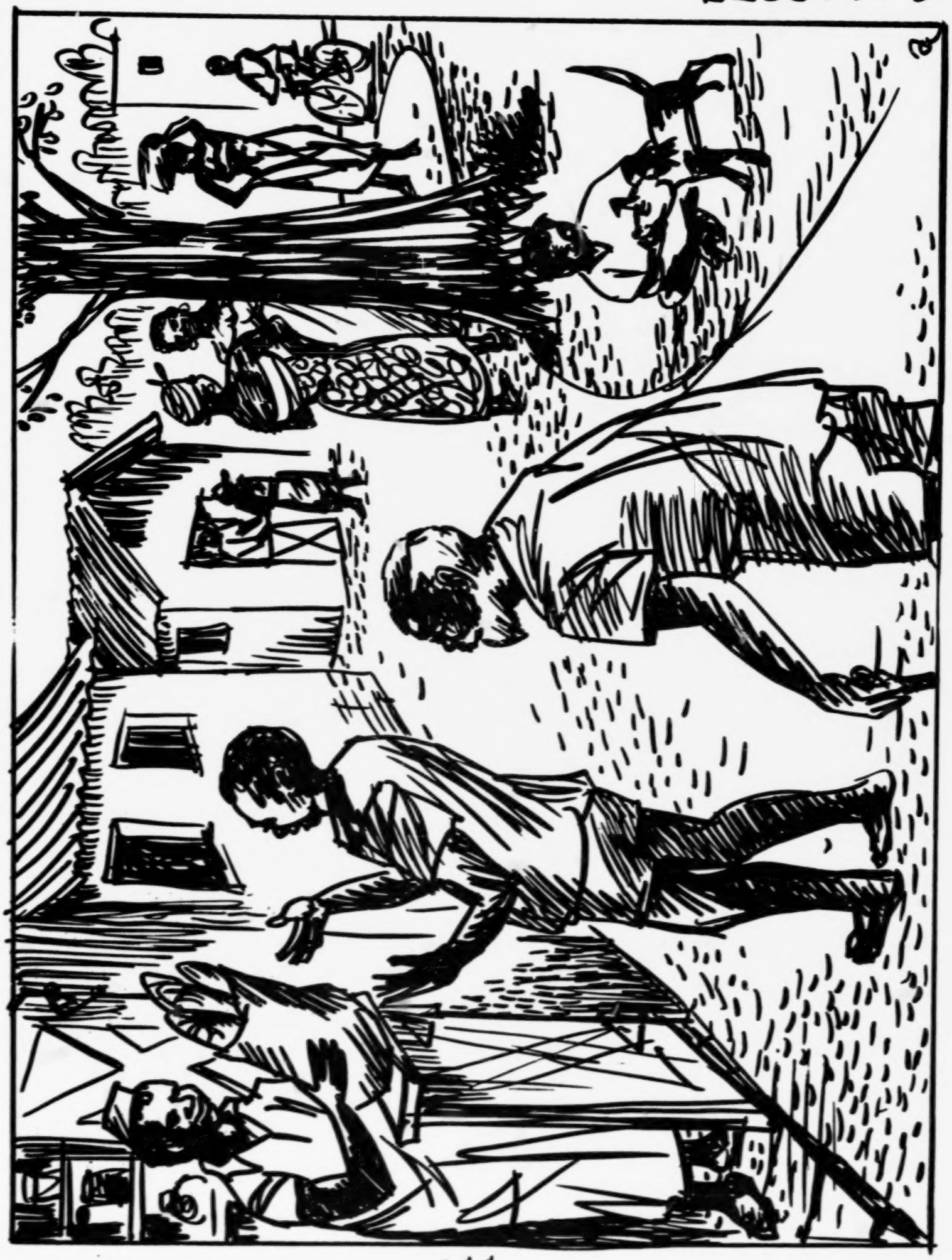
While boys may look after the cows, sheep or goats, learn to hunt, it is the girls who do the chores in the home and even do most of the cultivating and harvesting in the fields.



Swahili women, clad in their brightly patterned 'kangas' (Swahili gowns), are busy plaiting their hair. A special hand-carved comb is used as they work away with infinite care.

SWAHILI BASIC COURSE

LESSON 9



1. EXPRESSION STRUCTURE

a. Phonemes:

Clusters: /mj/

Supra-segmentals: A weak glottal stop between vowels in certain cases.

b. Morphemes: Mi class nouns (plural).

c. Syntax: When asking a person's name.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Juma goes shopping.

b. Cultural item: The greetings.

c. Lexical items:

		lako	(your)
motokaa	(car, auto)	kitu	(thing)
jina	(name)	-chache	(few)
nunua	(buy)	tosha	(be enough)
pokea	(receive)	tu	(only)
ngoja	(wait)	pendeza	(please)
Hodi	(Hodi)	Kwa heri ya kuonana	(So long)
langu	(my)		
duka	(store, shop)		

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. The cluster /mj/.

   a. In this cluster the 'j' is still a fronto-palatal stop /d'/. Thus the cluster /mj/ > /md'/. Furthermore, since the word in this lesson in which this cluster occurs, 'mji', has a monosyllabic stem, the prefix 'm' is in the penultimate position and stressed. Thus we have /ḿji/.

   b. This word should be included in various exercises containing phrases such as:-

      Katika mji.
      Mji mkubwa.
      Mji huu.
      Ndani ya mji.
      Kando ya mji.
      Karibu na mji.
      Ninaona mji.
      Kule ni mji.

   c. The preposition 'in' or 'to' is often shown in a special idiom by suffixing 'ni' to a noun thus giving it a locative character. Thus we also get 'mjini' /md'íni/. Note the shift of accent to the new penultimate.

      Anakaa mjini.
      Wanakwenda mjini.

2. The nouns of the M-Mi class which was introduced in Lesson 7, form the plural by prefixing 'mi'. In using these nouns do not dwell on the prefixes or stress them, unless they are in a penultimate position.

Drill

	s.	pl.
a.	Mlango mdogo.	Milango midogo.
	Mti mrefu.	Miti mirefu.
	Mkuki mkali.	Mikuki mikali.
	Mkono mfupi.	Mikono mifupi.
	Mguu mkubwa.	Miguu mikubwa.
b.	Mlima mdogo.	Milima midogo.
	Msitu mkubwa.	Misitu mikubwa.
	Mto mrefu.	Mito mirefu.
	Mkeka mzuri.	Mikeka mizuri.
	Mfuko mdogo.	Mifuko midogo.
c.	Mji huu.	Miji hii.
	Mji ule.	Miji ile.
	Mto huu.	Mito hii.
	Mto ule.	Mito ile.
	Mti huu.	Miti hii.
	Mti ule.	Miti ile.
d.	Nina mshale.	Nina mishale.
	Una mkuki.	Una mikuki.
	Ana mkate.	Ana mikate.
	Tuna mkeka.	Tuna mikeka.
	Mna mfuko.	Mna mifuko.
	Wana mshale.	Wana mishale.
e.	Anakaa katika mji.	Anakaa mjini.
	Unanunua katika duka.	Unanunua dukani.
	Ninaingia katika nyumba.	Ninaingia nyumbani.
	Ninashika katika mkono.	Ninashika mkononi.
	Anaingia katika mto.	Anaingia mtoni.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Hodi!

   Karibu!

2. Jina lako nani?

   Jina langu Juma.

3. Unatembea kwa miguu?

   Ndio, ninakaa hapa mjini.

4. Unataka kununua kitu?

   Ndio, ninataka mikate michache.

5. Mikate mingapi?

   Hii minne inatosha.

6. Hapa mikate katika mfuko.

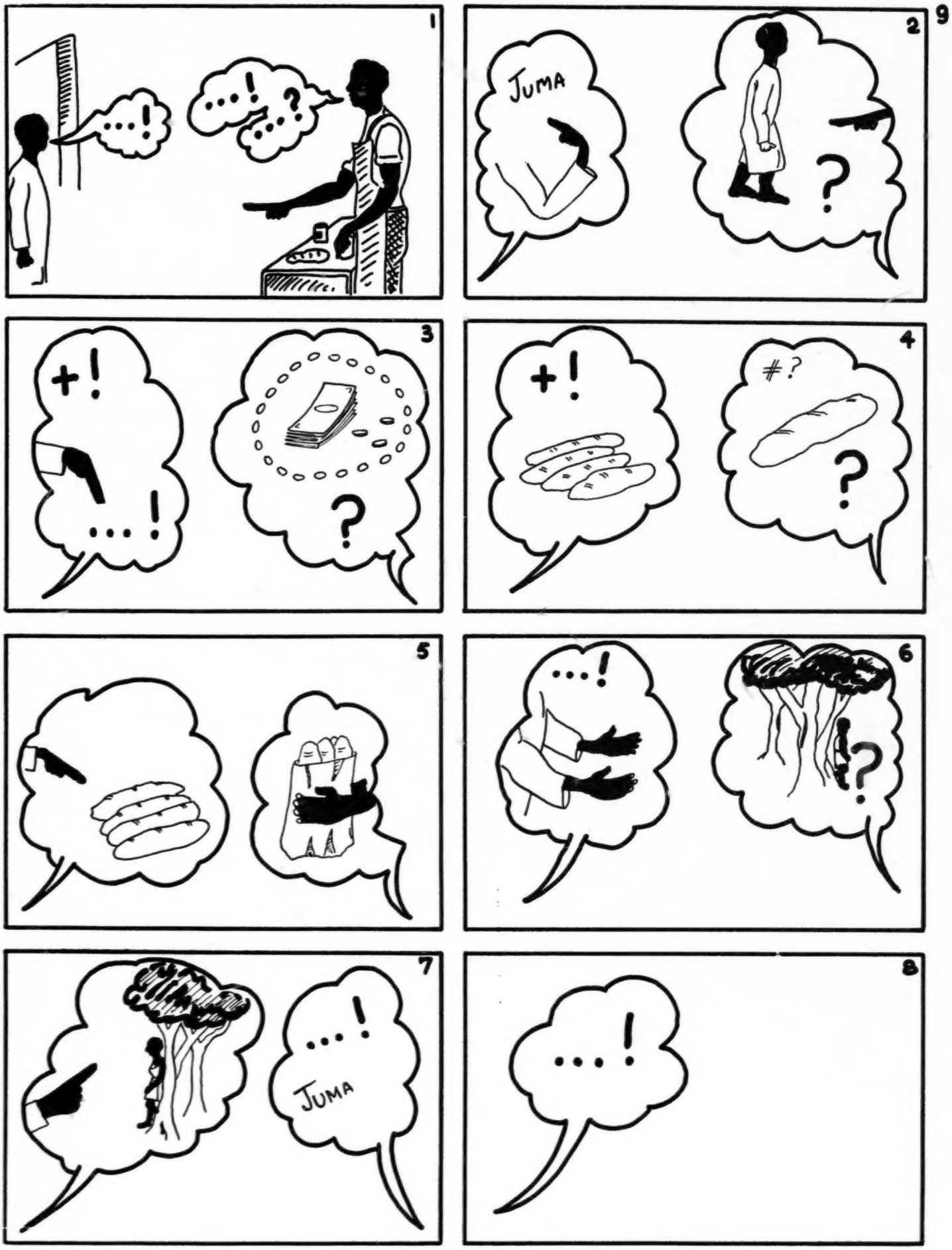
   Asante, ninapokea kwa mikono miwili.

7. Mama anangoja pale?

   Ndio, chini ya miti mikubwa ile.

8. Kwa heri, Juma.

   Kwa heri ya kuonana.


1
...!
...!
...?
2
JUMA
?
3
+!
...!
?
4
+!
#?
?
5
6
...!
?
7
...!
JUMA
8
...!

1. Hodi! (Hi!)

   Come near.

2. What's your name?

   My name is Juma.

3. Are you walking?

   Yes, I live here in town.

4. Do you want to buy something?

   Yes, I want some bread.

5. How many loaves?

   These four will be enough.

6. Here is the bread in a bag.

   Thanks, I receive it with two hands.

7. Is (your) Mother waiting there?

   Yes, under that big tree.

8. Good bye, Juma.

   So long. (Au revoir)

Step 1.

1. Drills on prepositions: in, to, into.

a. Repetition Drill

Wanakaa katika mji.

msitu, nyumba, mto.

Ninafanya kazi katika mji.

nyumba, msitu.

Wanaingia ndani ya nyumba.

mji, mto, msitu.

Substitution Drill

mto: Wanakaa katika -----.

msitu, nyumba, mji.

nyumba: Ninafanya kazi katika -----.

msitu, mji.

nyumba: Wanaingia ndani ya -----.

mji, mto, msitu.

b. Repetition Drill

Anakaa mjini.

msitu, nyumba, mto.

Tunafanya kazi mjini.

nyumba, msitu, duka.

Ninashika mkuki mkononi.

mkate, mishale, mfuko.

Substitution Drill

mjini: Anakaa -----.

nyumbani, msituni, mtoni.

nyumbani: Wanafanya kazi -----.

dukani, mjini, msituni.

mkuki: Anashika ----- mkononi.

mkate, mfuko, mishale.

2. Drills on Mi class plural nouns.

a. Repetition Drill

Ninataka mkuki mmoja.

-tano, sita, -nane, nne.

Ana mikeka mikubwa.

mikuki, mkate, mikono, mguu.

Miti hii ni mirefu.

mkeka, mti, mikuki, mito.

Substitution Drill

sita: Ninataka mikuki -----.

moja, -tano, -nane, -nne.

mkate: Ana ----- mkubwa.

mikuki, mikono, mikeka, mguu.

mito: ----- hii ni mirefu.

miti, mti, mikuki, mkeka.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 9

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Unakaa wapi?
2nd: Ninakaa msituni.

nyumbani, mtoni, mjini.

b. 1st: Analala wapi?
2nd: Analala katika mji.

mto, nyumba, msitu.

c. 1st: Wanafundisha wapi?
2nd: Wanafundisha hapa.

nyumbani, mjini.

d. 1st: Anafanya kazi mjini?
2nd: La, anafanya kazi dukani.

nyumbani, msituni.

e. 1st: Mnalala ndani ya nyumba?
2nd: Ndio, tunalala ndani ya nyumba.

duka, mji, msitu.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mikuki mingapi inatosha?
Mikuki mitano inatosha.

mkeka, mgeni, mti, mtoto.

b. Unataka mikeka mingine?
Ninataka mingine mirefu.

mkate, mifuko, wanafunzi, mtu.

c. Wana mifuko mingapi?
Wana mifuko mingi.

mikuki, watu, wanyama, twiga.

d. Unaona watu wengi pale?
Ninaona watu wachache pale.

mikuki, mikeka, misitu, wanyama.

e. Baba ana mikuki mizuri?
Ndio, ana mikuki mizuri.

mikeka, miti, watoto, mgeni.

f. Wapi mikeka?
Mikeka ni ndani ya nyumba.

mkuki, mtoto, mifuko, wanafunzi.

g. Mikuki ni katika nyumba?
La, mikuki ni chini ya mti.

mifuko, mkeka, mkuki.

h. Ana mikate ndani ya mfuko.
Ndio, ana mikate mizuri.

nyumba, duka.

i. Wana mikuki dukani?
Ndio, wana mikuki dukani.

nyumbani, mjini.

j. Watoto wanakaa wapi?
Wanakaa msituni.

mjini, mitini.

k. Hii ni mikate mibaya.

mkuki, mikeka, mtoto.

1. Mikuki hii ni mibaya.

watoto, mkeka, mtu.

m. Ile ni mikeka mizuri.

wageni, simba, mkuki.

n. Mikuki ile ni mizuri.

mkeka, mwanafunzi, watoto.

o. Walimu wana mikeka.

mtoto, mama, wageni.

p. Mikeka ni mikubwa.

mkuki, mtoto, watu.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Juma na mama wanakwenda mjini. Mama anangoja chini ya mti na anasema na rafiki wawili. Juma anacheza karibu na mti. Halafu mama anasema kwa Juma: "Juma ninataka mikate minne. Rafiki hawa wanarudi nyumbani pamoja na sisi". Juma anasema anataka kununua mkate. Anakwenda mjini kwa miguu upesi sana. Anaona mkate katika duka. Anasimama na anasema: "Hodi!" Mtu katika duka anasema: "Karibu!" Juma anaingia na anasema: "Mama anataka mkate." Yule mtu anasema: "Anataka mikate mingapi?" Juma anasema anataka mikate minne. Anapokea mikate katika mfuko mkubwa na anashika mfuko kwa mikono yake miwili. Halafu anarudi kwa mama upesi.

Step 2. Questions based on the above narration:

Juma na mama wanakwenda wapi?
Mama anafanya nini chini ya mti?
Rafiki wangapi wanasema na mama?
Juma anacheza au anaketi?
Nani anarudi nyumbani pamoja na mama?
Mama anataka chakula gani?
Juma anakwenda wapi kununua mkate?

Anataka mikate mingapi?
Anaona mkate katika duka?
Juma anasema "Hodi !" kwanza?
Mtu katika duka anasema nini?
Juma anaingia halafu?
Mikate ni katika mfuko?
Juma anapokea mfuko?
Anashika mfuko kwa mikono mingapi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. a. You have learned to say 'jambo', 'jina', 'moja', and learned the /d'/ sound in these words. To precede this /d'/ with an 'm' and produce the cluster /md'/ may seem a bit complicated, but it really is not any more difficult than preceding other consonants with /m/. (Refer to Generalization, Note No. 1, Lesson 2)

   b. In this lesson we find this cluster used in the word 'mji' (town, city), and because it is such a short word, the 'm' happens to be in the position of being the syllable next to the last. Following the Swahili rule of a fixed stress, we therefore have to stress this initial 'm' as we did in the words 'mtu', and 'mti'. Listen to your teacher carefully as he demonstrates this to you.

2. a. A usage expressing location has a way of replacing the word (preposition) 'katika' (meaning in or into). When speaking of staying in a place or going into a place, the Swahili speaker takes a short cut and instead of saying:

   Ninakwenda katika mji. (I'm going into town)

   He says:

   Ninakwenda mjini.

   b. There is no difference in meaning. The 'katika' has been dropped in the first instance and a '-ni' added at the end of the noun indicating that particular place. This has also lengthened the word by a syllable, and so as to follow the rule of stress, the stress then moves forward a syllable next to last (penultimate) again.

II. Language Structure

The formation of the plural of M-Mi class nouns has been discussed generally under Generalization, Note No. 3, Lesson 7. Please refer to this Generalization.

III. Cultural Note - Greetings.

The words 'Hodi' and 'Karibu' have been used. These are very common greeting procedures in East Africa.

The word 'Hodi' has no English equivalent. It is a word used in announcing one's presence when coming into someone's yard or to the door, as if to say, "I am here".

It is therefore the polite and proper thing when a visitor approaches a house, before even knocking on the door, to say clearly "Hodi!"

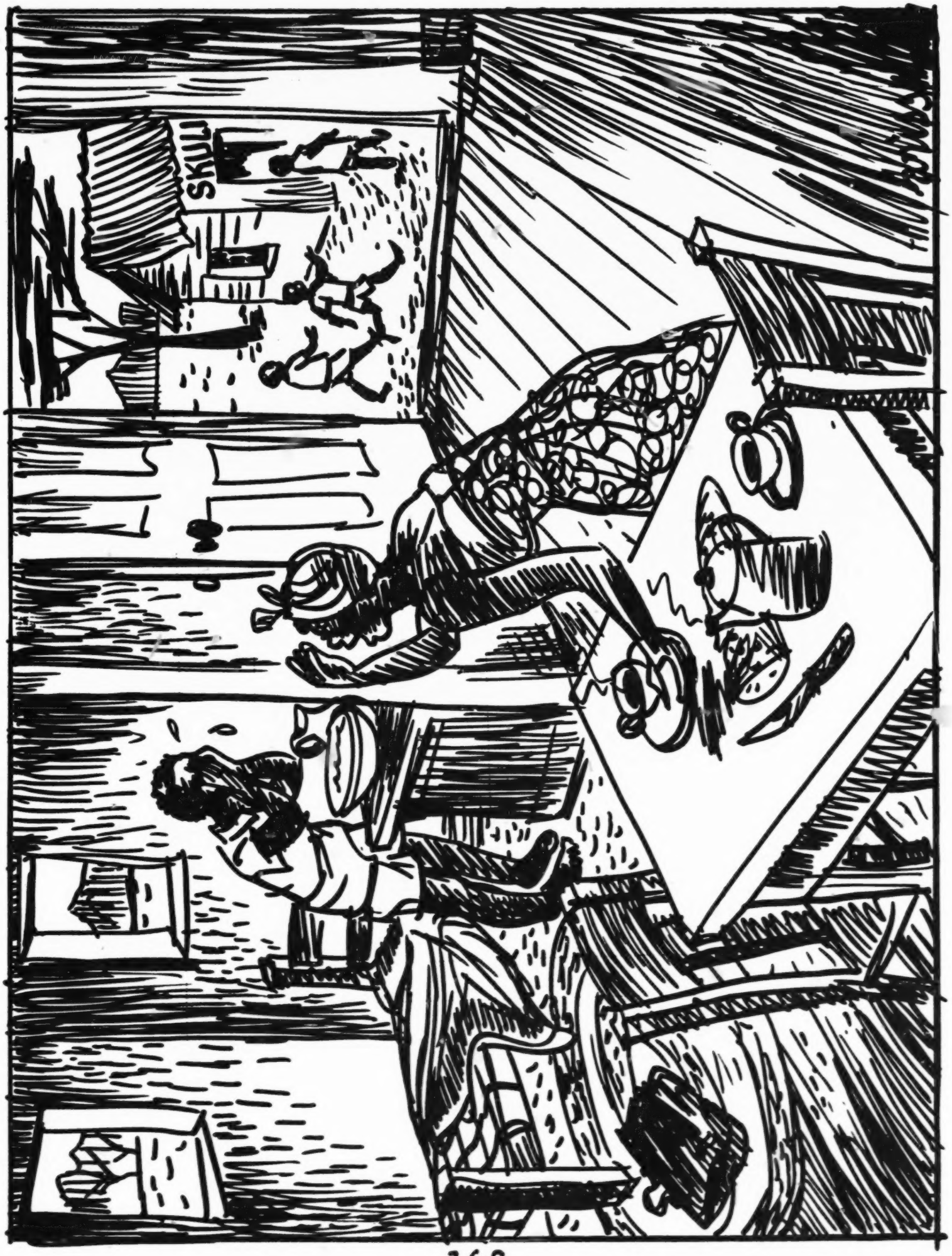
The person inside can then tell from the voice of the speaker whether it is someone well known or a stranger, whether it is a man, woman or child. This is very useful knowledge indeed for the person inside.

That person who is in the house, having decided whether to admit the person or not, then may say "Karibu"! which is the invitation to come near, or to enter.

SWAHILI BASIC COURSE

LESSON 10

LESSON 10



1. EXPRESSION STRUCTURE

a. **Phonemes**: The apico-interdental fricative /ð/.

Final vowel clusters: /ia/, /ua/, /ea/, /aa/.

Supra-segmentals: The intonation and stress of the imperative.

b. **Morphemes**: The simple verb imperative, affirmative.

c. **Syntax**: The imperative follows same word order in a sentence as in English.

2. CONTENT STRUCTURE

a. **Situational setting**: (i) Classroom activities.
(ii) Early morning routine in a home for a pupil.

b. **Cultural item**: A scene from a pupil's daily routine.

c. **Lexical items**:

saa	(clock, watch)	upesi	(quickly)
njoo	(come)	haya	(come on!) *
nawa	(wash)	chelewa	(be late)
angalia	(watch for)	tafadhali	(please)
maliza	(finish, complete)	leo	(today)
safi	(clean)	fanya haraka	(hurry up)
kwanza	(first)	mbele	(in front of, ahead)
sawasawa	(properly)		
polepole	(slowly)	vizuri	(well)
asubuhi	(morning)		

*Note: Interjection or exclamation used to call to action or effort - Come on! Now then! Work away! Step out!

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

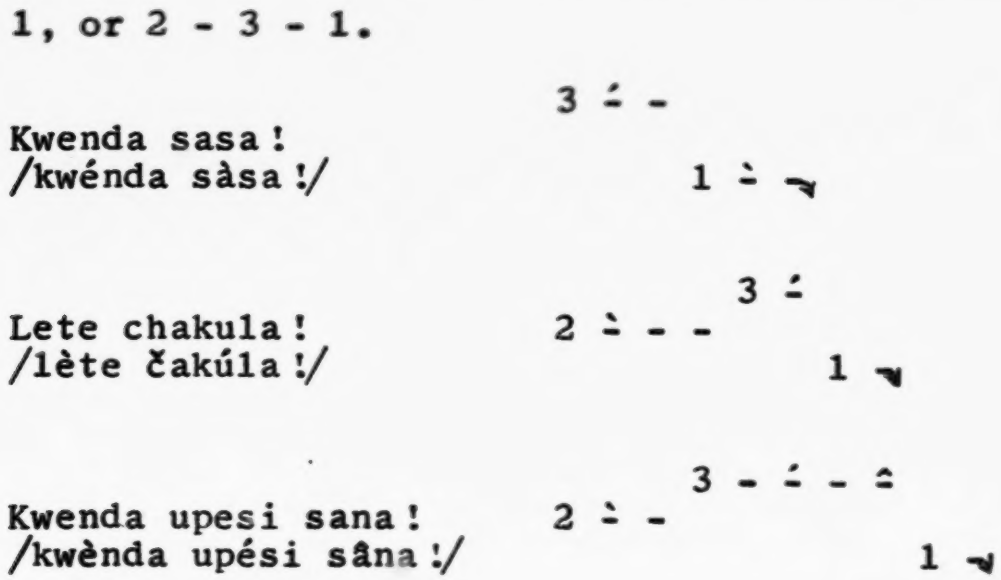
1. The voiced fricative /ð/.

The 'dh' sound has been introduced for the first time in the word 'tafadhali' (please). It is pronounced just like the English 'th' in 'this', 'that', 'gather'. In Swahili it is symbolized by 'dh' which differentiates it from the unvoiced 'th'. This makes the distinction easier than in English where both the voiced and unvoiced are represented by a 'th'.

tafadhali /tafaðáli/ (Please!)

2. The intonation in short imperative utterances are:

3 - 1, or 2 - 3 - 1.



Note that the important word is stressed, and this is not always the verb, often it is the adverb as seen in the last example.

3. Reinforcement of vowel clusters at the end of a word. The next to the last vowel is stressed. Both vowels are open vowel sounds.

/ia/ angalia, saidia, fagia, ingia, tia

/ua/ fungua, chukua, nunua

/aa/ kaa, saa

/ea/ pokea, tembea

Use the above words in short utterances observing the matter of stress and non-obscuration.

4. Drill on the imperative.

The imperative is formed from the verb stem. There is a singular and plural form. Refer to the Generalization for a fuller explanation.

a.	s.	pl.
	Simama !	Simameni !
	Fanya !	Fanyeni !
	Angalia !	Angalieni !
	Maliza !	Malizeni !
	Ingia !	Ingieni !
	Kula !	Kuleni !
	Kunywa !	Kunyweni !
	Ngoja !	Ngojeni !
b.	Njoo ! (Kuja !)	Njooni ! (Kujeni !)
	Nenda ! (Kwenda !)	Nendeni ! (Kwendeni !)
	Lete !	Leteni !
c.	Nawa mikono !	Naweni mikono !
	Fanya upesi !	Fanyeni upesi !
	Angalia sawasawa !	Angalieni sawasawa !
	Kula vizuri !	Kuleni vizuri !
	Kunywa chai !	Kunyweni chai !

d. Njoo upesi!
Nenda polepole!
Lete chakula!

Njooni upesi!
Nendeni polepole!
Leteni chakula!

e. Simama hapa!
Keti pale!
Kaa hapa!

Simameni hapa!
Ketini pale!
Kaeni hapa!

f. s. Tafadhali, lete chai!
pl. Tafadhali, leteni chai!

s. Tafadhali, funga mlango!
pl. Tafadhali, fungeni mlango!

s. Tafadhali, fungua mlango!
pl. Tafadhali, fungueni mlango!

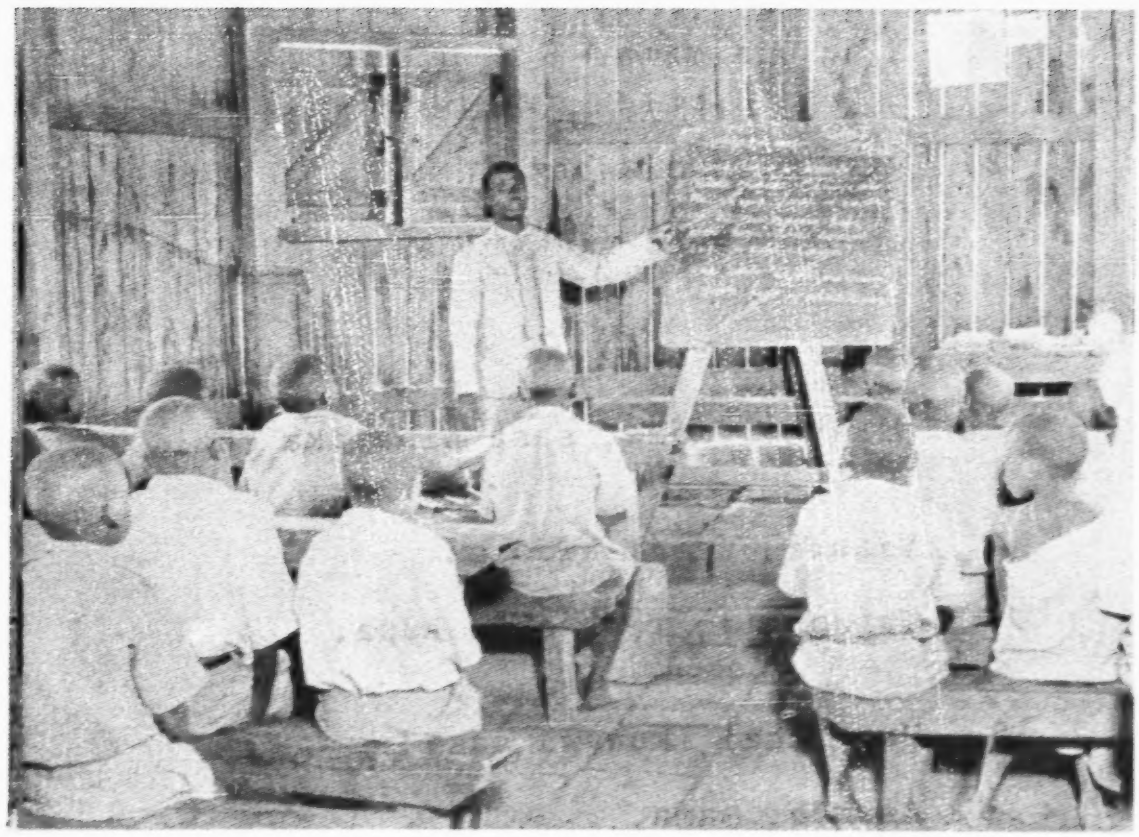
g. s. Haya, fanya haraka!
pl. Haya, fanyeni haraka!

s. Haya, lete chakula sasa!
pl. Haya, leteni chakula sasa!

s. Haya, tengeneza chai upesi!
pl. Haya, tengenezeni chai upesi!

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.



An African Village School

1. Ali, njoo hapa!
   Ninakuja mama.

2. Nawa mikono kwanza!
   Mikono yangu ni safi sasa.

3. Keti sawasawa!
   Ninaketi mama, sasa ninataka chai.

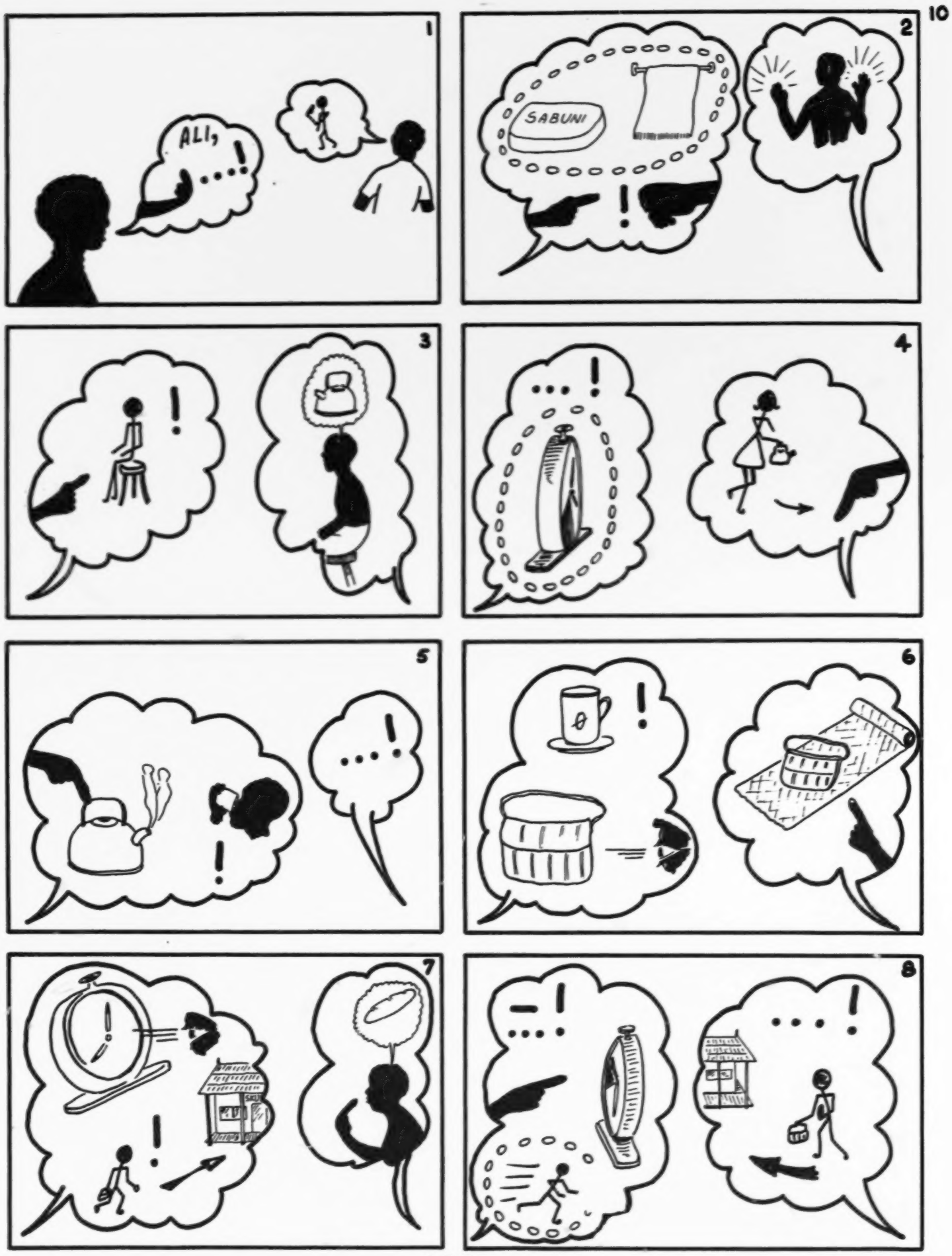
4. Vizuri, ngoja kidogo.
   Tafadhali, lete chai hapa.

5. Hapa chai, kunywa sasa!
   Asante, mama.

6. Maliza chai, halafu tafuta mfuko!
   Mfuko ni juu ya mkeka.

7. Angalia saa, nenda skuli upesi!
   Lakini ninataka mkate pia.

8. La, unachelewa! Fanya haraka!
   Kwa heri, ninakwenda skuli sasa.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SABUNI
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6
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!
!
8
... !
... !

1. Ali, come here!

   I am coming mother.

2. Wash your hands first!

   My hands are clean now.

3. Sit properly!

   I am sitting mother, I want tea now.

4. O.K., wait a little!

   Please bring the tea here.

5. Here's the tea, drink now!

   Thanks, mother.

6. Finish the tea, then look for the satchel!

   The satchel is on the mat.

7. Watch the clock, go to school quickly!

   But I also want some bread.

8. No, you are late! Hurry up!

   Good bye, I'm going to school now.

Step 1.

1. Drills on the "imperatives".

a. Repetition Drill

Njoo hapa!

kuketi, kungoja, kuangalia.

Haya, simama pale.

kungoja, kwenda, kuketi.

Haya, lete mkate.

kununua, kutengeneza, kupeleka.

Substitution Drill

kuja: ----- hapa!

kungoja, kuangalia, kuketi.

kusimama: Haya,----- pale!

kwenda, kuketi, kungoja.

kuleta: Haya, ----- mkate.

kununua, kwenda, kuketi.

b. Repetition Drill

Nendeni nyumbani!

kurudi, kukaa, kungoja.

Ketini sawasawa!

kunawa, kusimama, kuangalia.

Jifunzeni Kiswahili.

kusema, kufundisha.

Substitution Drill

kwenda: ----- nyumbani.

kurudi, kukaa, kungoja.

kunawa: ----- sawasawa.

kuketi, kusimama, kuangalia.

kufundisha: ----- Kiswahili.

kujifunza, kusema.

2. Drills on the voiced fricative /ð/.

a. Repetition Drill

Tafadhali njoo upesi.

kurudi, kufagia, kunawa.

Kunywa chai mara moja, tafadhali.

kutengeneza, kuleta, kumaliza.

Maliza kazi sasa, tafadhali.

kufanya, kutafuta.

Substitution Drill

kuja: Tafadhali ----- upesi.

kurudi, kufagia, kunawa.

kumaliza: ----- kazi upesi, tafadhali.

kufanya, kutafuta.

kutengeneza: ----- chai mara moja, tafadhali.

kuleta, kunywa, kumaliza.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Unasemaje?
2nd: Rudini kazini!

kuingia, kwenda, kutoka.

b. 1st: Tafadhali, unataka kungoja?
2nd: La, nina haraka.

saidia, keti, kunawa.

c. 1st: Tafadhali, una mkuki mwingine?
2nd: Ndio, nina mingine miwili.

mwanafunzi, mkeka, mkate.

d. 1st: Tafadhali, mama ana chai?
2nd: Ndio, ana chai hapa.

walimu, wewe, ninyi.

e. 1st: Tafadhali, una mifuko mingapi?
2nd: Nina mifuko mitano.

mikuki, wanafunzi, wageni.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Anaingia wapi?
Anaingia katika nyumba.

msitu, mto, mji.

b. Unakaa wapi?
Ninakaa mjini.

mtini, mtoni, msituni.

c. Unapokea mikuki?
Ndio, ninapokea mikuki.

mshale, mkate, mifuko.

d. Tafadhali, unakwenda mjini?
La, ninakwenda nyumbani.

dukani, msituni, mtoni.

e. Unasema nini?
"Simama sawasawa!"

kushika, kutazāma, kuketi.

f. Tafadhali, unataka kusaidia?
La, nina haraka.

keti, simama, ngoja.

g. Unasemaje, Juma?
"Rudini nyumbani!"

dukani, mtoni, shambani.

h. Mtoto anacheza wapi?
Anacheza juu ya mti.

chini ya, karibu na.

i. Wazee wanakaa hapa?
La, wazee wanakaa pale.

nyumbani, mjini, mtoni.

j. Juma ana saa?
Ndio, ana saa.

motokaa, mkuki, mishale.

k. Juma! Angalia pale.

kusimama, kuketi, kuingia.

1. Ali! Maliza chai.

wanafunzi, watoto, mtoto.

m. Tafadhali, fanyeni kazi.

kumaliza, kutafuta.

n. Haya, leteni chakula.

kula, kutengeneza, kumaliza.

o. Tafadhali, kula vizuri.

kufanya kazi, kusimama, kunawa.

p. Haya, ingieni nyumbani.

kurudi, kulala, kufanya kazi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Ali ni mtoto wa Juma na yeye ni mwanafunzi. Skuli ni karibu na nyumba yake. Asubuhi anaamka na ananawa mikono kwanza. Halafu mama anasema: "Ali, njoo na keti hapa. Unataka chai na mkate sasa?" Ali anasema: "Ndio, mama, tafadhali lete chai hapa".

Ali anakunywa chai upesi. Anaangalia saa na anaona anachelewa. Mama anasema: "Maliza chai na tafuta mfuko. Fanya haraka, ninaona watoto wengi wanakwenda skuli sasa." Ali anaona mfuko ni juu ya mkeka, anashika mfuko vizuri na anafanya haraka sana.

Sasa anafungua mlango na anasema kwa heri kwa mama. Mama anasimama na anaangalia Ali anakwenda pamoja na watoto wa jirani. Halafu anaketi na anakunywa kahawa.

Step 2. Questions based on the above narration:

Nani ni mwanafunzi?
Skuli ni wapi?
Ali ni mtoto wa nani?
Asubuhi anafanya nini?
Juma ni baba ya nani?

Mama anasema nini kwa Ali?
Ali anapenda chai na mkate?
Ali ananawa nini kwanza?
Ali anaketi na halafu anasema nini?
Anakunywa chai polepole?

Nani anasema "Maliza chai?"
Watoto wengi wanakwenda wapi?
Mfuko wa Ali ni wapi?
Anashika nini vizuri?
Nani anafanya haraka?

Nani anafungua mlango?
Nani anasema "kwa heri?"
Ali anakwenda na watoto wa nani?
Mama anasimama na anaangalia nini?
Nani anaketi na anakunywa kahawa halafu?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

In English the 'th' is often voiced as in the words: gather, this, bother. We have an equivalent sound in Swahili represented by the symbol 'dh'. This is not a very frequent sound in Swahili, but it occurs in this lesson once in the word 'tafadhali' (Please!)

II. Language Structure

a. When giving a direct command we use the stem of the verb. There is a singular and a plural form.

s.	pl.
Simama! (Stand!)	Simameni! (Stand!)

b. Note that in the plural form which is used when addressing more than one person, there is an ending 'ni' which is added to indicate the plural. This may be a remnant of the pronoun 'ninyi' (you pl.). When this ending is used then all verbs ending in 'a' change this to 'e'. Words not ending in 'a' have no change. Study the following examples.

s.		pl.	
Fanya!	(Do!)	Fanyeni!	(Do!)
Funga!	(Shut!)	Fungeni!	(Shut!)
Pita!	(Pass!)	Piteni!	(Pass!)
Keti!	(Sit!)	Ketini!	(Sit!)

c. Make a special note of 3 verbs in Swahili which are a little irregular in giving commands:-

Kuja!	becomes:	Njoo!	(Come!)
Kujeni!	becomes:	Njooni!	(Come!)
Kwenda!	becomes:	Nenda!	(Go!)
Kwendeni!	becomes:	Nendeni!	(Go!)
Leta!	is used as:	Lete!	(Bring!)
Leteni!	is regular again:	Leteni!	(Bring!)

III. Cultural Note

Children in this country may be accustomed to a regular routine: get up, wash, brush their teeth, comb their hair, breakfast, etc. The average African child in East Africa does not have much of a routine. If he washes his hands and face to freshen up, that may be all. The short kinky hair is no problem, teeth are not brushed (tooth-paste ads are unknown) but later he may scour the teeth a bit by chewing on the end of a special kind of stick and the frayed end may serve as a toothbrush. This is called a 'Swaki'.

Hot breakfasts or drinks are rare. Unless the child lives in a boarding school, he may get only one or two meals a day. They become used to such a routine and get along. The scene depicted in our dialogue is of a more sophisticated family.

Going to school is not a chore, but rather a privilege and the children on the whole are anxious to go to school.

SWAHILI BASIC COURSE

LESSON 11

1. EXPRESSION STRUCTURE

a. **Phonemes**: Initial /ñ/, and clusters /mš/, /mm/.

Reinforcement of final double vowels.

Supra-segmentals: Stress penultimate vowel when there are two vowels at the end of a word.

b. **Morphemes**: (i) Plural form of the verb 'to have' in the present affirmative.
(ii) Generalization on the Mi class.

c. **Syntax**: Re-enforcement of position of adjectives and demonstratives following the noun.

2. CONTENT STRUCTURE

a. **Situational setting**: (i) Classroom activities.
(ii) Setting for a small hunting party.

b. **Cultural item**: Herdsmen and protection of their cattle from lions.

c. **Lexical items**:

-pana	(broad, wide)	simba	(lion)
-embamba	(narrow, thin)	tembo	(elephant)
-ingine	(another, other)	swala	(antelope)
kamata	(catch) v.	twiga	(giraffe)
nyama	(meat)	Mmasai	(a Masai)
winda	(hunt)	kimbia	(run) v.
mshale	(arrow)	kando ya	(beside, side of)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. The initial /ñ/ has now occurred in two words.

nyumba	/ñúmba/	(house)
nyama	/ñáma/	(meat)

Drill in using the above two words simply and in short utterances.

Ndani ya nyumba.
Katika nyumba.
Karibu na nyumba.
Nyumbani.

Anakula nyama.
Nyama ya swala.
Nyama ya mbuzi.

2. Clusters /mš/ and /mm/.

a. The cluster /mš/, occurring initially has occurred only in the following words so far:-

mshale	/mšále/	(arrow)

The same principle of gliding from a closed lip position in sounding the /m/ into the consonant that follows is applied.

b. The cluster /mm/ at this stage should be regarded more as an orthographic phenomena rather than phonological. In practice one just dwells on the /m/ a trifle longer, making it a long consonant sound, as it were, but usually there is little or no difference between a double and a single /m/ in normal speech.

Ex. Mtu mmoja.
Mmasai mmoja.
Mama mmoja.

3. a. Occasionally there are two like vowels at the end of a word, and it would appear that when sounding these words the rule of stress is changed in that the stress appears to fall on a final syllable. This is not so. In Swahili the vowel can stand alone as a syllable when not preceded by a consonant, and this is the case also with two like vowels.

Ex.	anakaa	/anakáa/	(he is staying)
	njoo	/njóo/	(come)
	juu	/d'úu/	(on top)
	mzee	/mzée/	(old man)
	motokaa	/motokáa/	(automobile)
	saa	/sáa/	(clock)
	mguu	/mgúu/	(foot, leg)

Drill

Mzee anakaa pale.
Wazee wanakaa pale.

Njoo kwa motokaa.
Njooni kwa motokaa.

Mzee anaangalia saa.
Wazee wanaangalia saa.

Ndege anakaa juu.
Ndege wanakaa juu.

Motokaa ni mzee.
Juu ya saa.
Njoo kwa miguu.

b. Two unlike vowels follow the same rule in that the penultimate vowel is stressed.

Ex.	angalia	/angalía/	(watch)
	chukua	/čukúa/	(carry)
	fungua	/fungúa/	(open)
	fagia	/fagía/	(sweep)
	ingia	/ingía/	(enter)
	leo	/léo/	(today)
	nunua	/nunúa/	(buy)
	pokea	/pokéa/	(receive)
	saidia	/saidía/	(help)
	tembea	/tembéa/	(walk)
	wao	/wáo/	(they)
	kimbia	/kimbía/	(run)

Drill

Angalia vizuri.
Fagia vizuri.
Angalia na fagia vizuri.

Alinunua leo.
Wao walinunua leo.
Ingia na saidia mama.

Fungua mlango na ingia.
Pokea na chukua.
Tembea pale leo.

Kimbia upesi.
Wao wanakimbia.
Wao wanatembea.

4. The verb 'to have' (stressing the plural).

s.	pl.
Nina chakula.	Tuna chakula.
Nina mkate.	Tuna mkate.
Nina miguu.	Tuna miguu.
Nina mikono.	Tuna mikono.
Una mshale.	Mna mishale.
Una mkuki.	Mna mikuki.
Una mkate.	Mna mkate.
Una mishale.	Mna mishale.

Ana mikuki.	Wana mikuki.
Mmasai ana mkuki.	Wamasai wana mikuki.
Ana mishale.	Wana mishale.
Mtoto ana mkate.	Watoto wana mkate.

Q.	Ans.
Tuna mkate?	Ndio, mna mkate.
Tuna chakula?	Ndio, mna chakula.
Tuna mtoto?	Ndio, mna mtoto.
Tuna mkeka?	Ndio, mna mkeka.
Tuna mfuko?	Ndio, mna mfuko.
Mna mifuko?	Tuna mifuko.
Mna mkate?	Tuna mkate.
Mna chakula?	Tuna chakula.
Mna motokaa?	Tuna motokaa.
Mna mkeka?	Tuna mkeka.
Wana mkuki mpana?	Wana mkuki mpana.
Wana mshale mfupi?	Wana mshale mfupi.
Wana mkuki mwembamba?	Wana mkuki mwembamba.
Wana mfuko mwingine?	Wana mfuko mwingine.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Mna mikuki mingapi?

   Tuna mikuki mitano mirefu.

2. Mkuki ule mpana ni wa Ali?

   La, ni wa baba.

3. Je, huu mwembamba ni mkali?

   Ndio, ni mkali sana.

4. Mishale hii inatosha?

   La, ni michache.

5. Baba analeta mingine?

   Ndio, analeta mingine mingi.

6. Anataka kuwinda wapi?

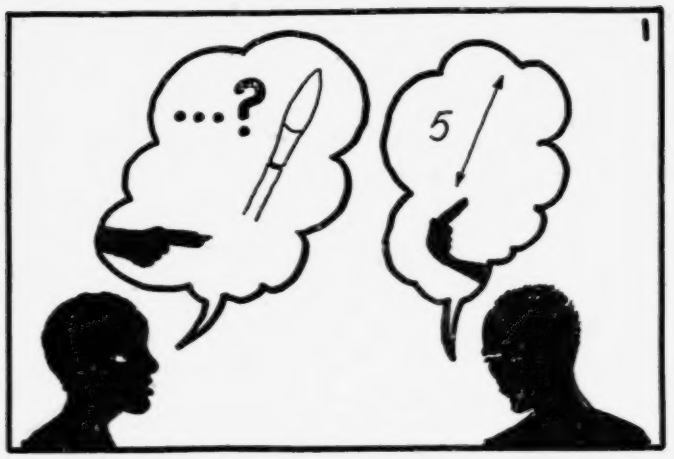
   Kando ya milima ile.

7. Simba wanakaa pale?

   Ndio, karibu na mto ule.

8. Wanalala chini ya miti ile?

   Ndio, chini ya miti ile mikubwa.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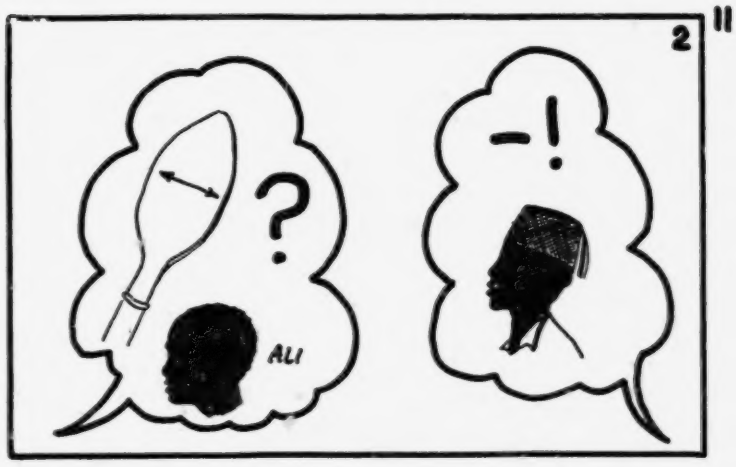
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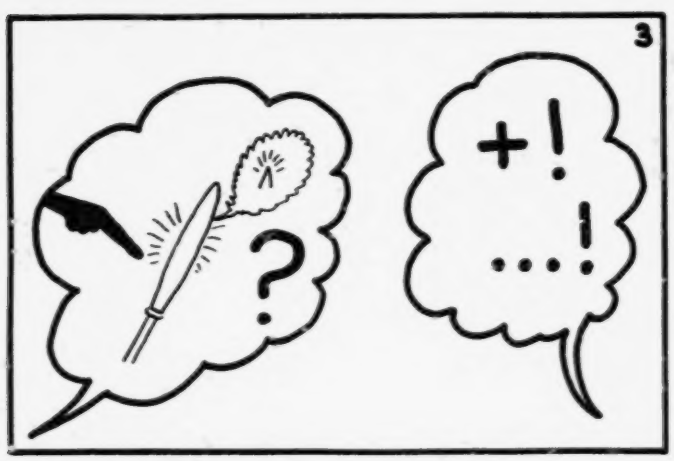
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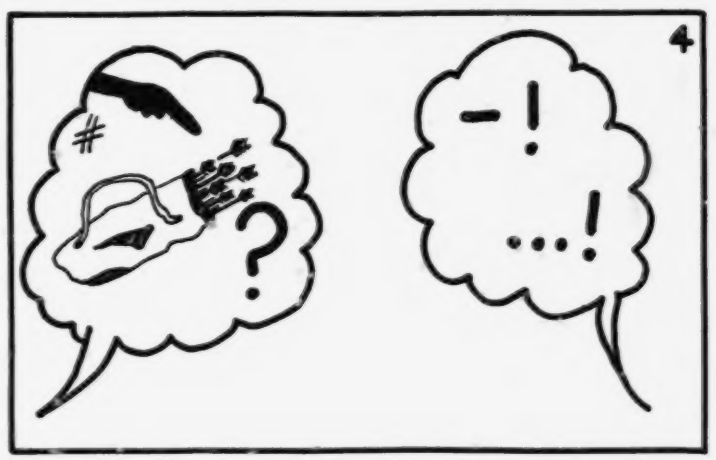
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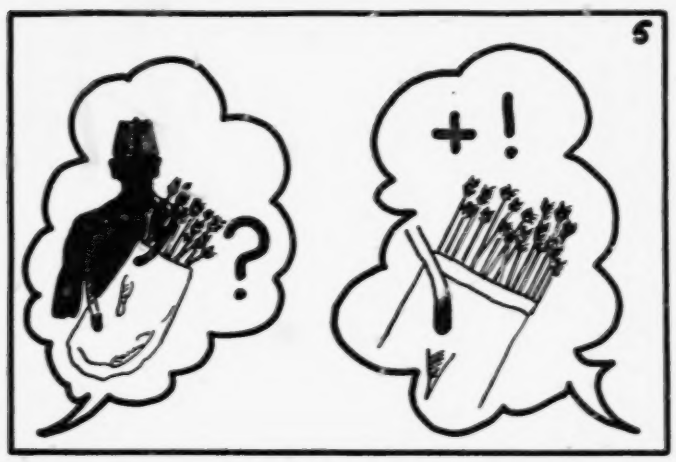
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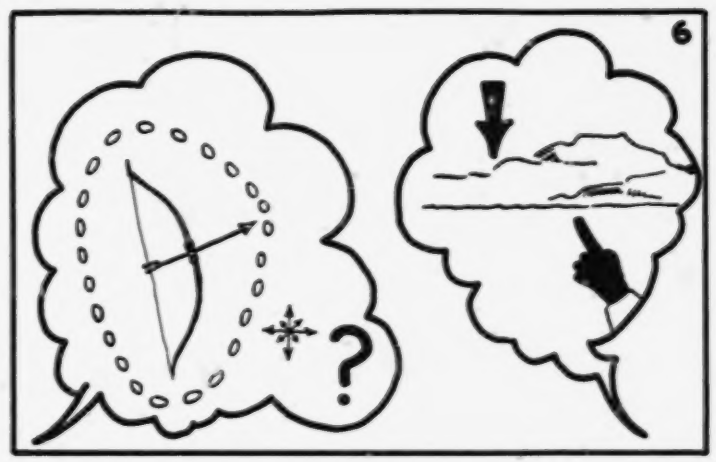
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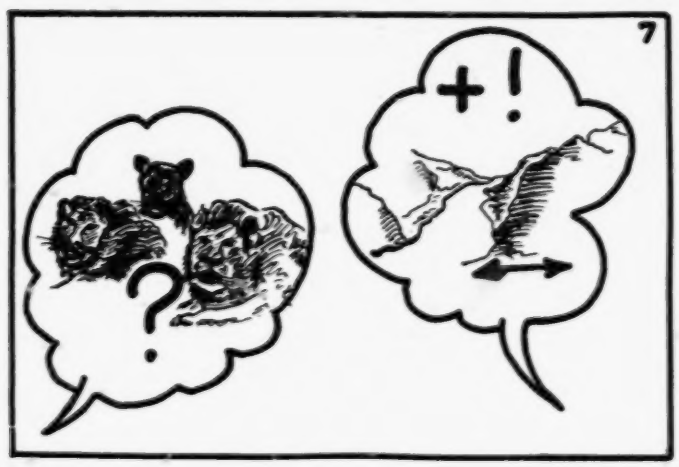
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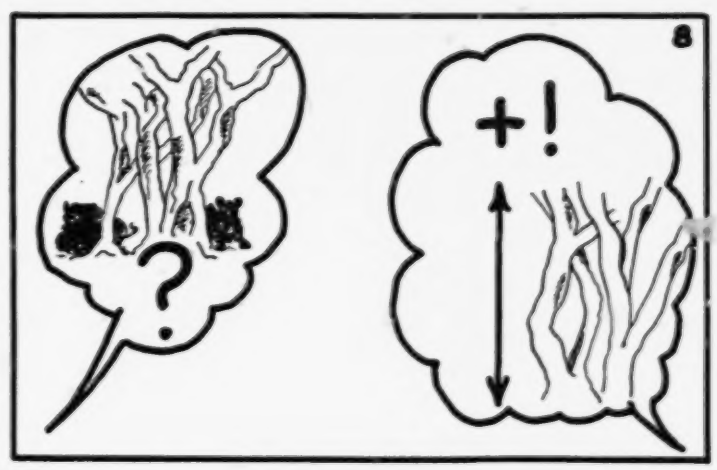
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1. How many spears do you have?
   We have five long spears.

2. Is that broad spear Ali's?
   No, it's father's.

3. Say, is this slim one sharp?
   Yes, it is very sharp.

4. Are these arrows sufficient?
   No, they are few.

5. Is father bringing more?
   Yes, he's bringing many more.

6. Where does he want to hunt?
   To the side of those mountains.

7. Are there lions there?
   Yes, near that river.

8. Are they lying under those trees?
   Yes, under those big trees.

Step 1.

1. Drills on the verb 'to have'.

a. Repetition Drill

Sisi tuna mikeka mirefu.

walimu, ninyi, wazee, Mmasai, mimi, wewe.

Ninyi mna mbuzi watatu.

watoto, sisi, wanafunzi, Juma, mtoto, wewe.

Wageni wana mifuko mizuri.

sisi, ninyi, Wamasai, mimi, mgeni, wewe.

Substitution Drill

Ninyi: ----- mna mikeka mirefu.

sisi, walimu, wazee, Mmasai, mimi, wewe.

Wamasai: ----- wana mifuko mizuri.

ninyi, wageni, sisi, Juma, mtoto, wewe.

Sisi: ----- tuna mbuzi watatu.

walimu, ninyi, wazee, mgeni, mimi, wewe.

2. Drills on the initial /ñ/, /mš/, /nm/.

a. Repetition Drill

Mama anapika nyama.

tengeneza, nunua, leta.

Baba anatafuta nyumba.

uza, safisha, taka.

Wanalala ndani ya nyumba.

kaa, fanya kazi, ingia.

Substitution Drill

nunua: Mama ----- nyama.

tengeneza, leta, pika.

wanafanya kazi: ----- ndani ya nyumba.

ingia, kaa, lala.

taka: Baba ----- nyumba.

tafuta, safisha uza.

b. Repetition Drill

Ali anataka mshale mmoja.

tafuta, nunua, leta.

Mmasai mmoja anakuja.

winda, lala, kimbia.

Mmasai ana mishale mipana.

-refu, -ingi, -nne.

Substitution Drill

lala: Mmasai mmoja -----.

winda, kimbia, kuja.

ingi: Mmasai ana mishale -----.

-pana, -nne, -refu.

taka: Ali ----- mshale mmoja.

nunua, tafuta, leta.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 11

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Mama ana mikate mingapi?
2nd: Ana mikate mitatu.

mtoto, mimi, wewe, Ali, mwalimu, mgeni.

b. 1st: Sisi tuna mikeka mirefu?
2nd: Ndio, tuna mikeka mirefu.

ninyi, wanafunzi, mwalimu, wewe, mimi.

c. 1st: Baba ana nyumba?
2nd: Ndio, ana nyumba.

wewe, ninyi, watoto, mwalimu, sisi, wageni.

d. 1st: Mmasai ana mshale mmoja?
2nd: La, ana mishale mingi.

Wamasai, mwalimu, wanafunzi, mgeni, ninyi.

e. 1st: Mzee anakwenda kwa miguu?
2nd: La, anakwenda kwa motokaa.

Ali, wewe, ninyi, wanafunzi, mgeni.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wewe unakaa wapi?
Mimi ninakaa nyumbani.

duka, mji, msitu.

b. Wazee wana motokaa?
Ndio, wana motokaa.

Juma, wewe, walimu.

c. Anatia wapi mguu?
Anatia mguu juu ya mkeka.

mkuki, mfuko, mshale.

d. Wewe una mifuko mingapi?
Nina mifuko kumi.

mishale, mikeka, mikuki, watoto.

e. Mama ana watoto warefu?
Ndio, ana watoto warefu.

ninyi, Ali, wewe, sisi.

f. Hii ni mishale mingapi?
Hii ni mishale sita.

miti, milima, mito.

g. Mikuki hii ni mizuri.
Ndio, mikuki hii ni mizuri.

-refu, -kali, -embamba.

h. Wamasai wana mikuki?
Ndio, wana mikuki mingi.

mikeka, watoto, mbuzi.

i. Mama ana nini nyumbani?
Ana mikate mizuri nyumbani.

ninyi, wewe, walimu.

j. Wewe una mtoto mmoja?
La, nina watoto wawili.

Ali, ninyi, wageni.

k. Anakaa ndani ya nyumba.

fagia, fanya kazi, lala.

l. Wanakula nyama sasa.

nunua, tafuta, taka.

m. Mama ana nyama ya mbuzi.

sisi, wewe, ninyi, walimu.

n. Mtoto ana mshale mmoja.

Ali, mimi, wewe, sisi.

o. Tuna mishale mirefu.

-embamba, -fupi, -ingi, -ingine.

p. Mshale mmoja unatosha.

-wili, -tatu, -nne, -chache.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Baba, Juma na Ali wanakwenda kuwinda. Wanataka kutafuta simba wakali kando ya milima mikubwa ile. Pale kuna miti mirefu na mto mdogo. Simba wanasimama chini ya mti mmoja mkubwa na wanatazama mbuzi. Simba mmoja mkubwa anataka kukamata mbuzi sasa.

Baba anasema: "Njooni upesi, tazama, simba anakamata mbuzi." Juma na Ali wanaleta mikuki mikali upesi na wanakimbia upesi sana. Simba anaona watu wanakuja na mikuki na anakimbia.

Sasa simba wanakwenda porini na wanaona twiga na swala. Simba wanapenda kula swala. Wanakimbia upesi na wanakamata swala wawili. Watu wanafurahi simba anakimbia na sasa watu hawa wanakula nyama ya mbuzi na wanafurahi.

Step 2. Questions based on the above narration:

Simba wanasimama wapi?
Wanatazama nini?
Simba mkubwa anafanya nini?
Nani anakwenda na baba kuwinda?

Wanatafuta simba wapi?
Kuna nini kando ya milima?

Juma na Ali wanaleta nini?
Wanakimbia upesi?
Kwa nini wanakimbia upesi?
Simba anaona watu?
Halafu anafanya nini?

Simba wanaona nini porini?
Wanapenda kula swala?
Wanakamata swala wangapi?
Watu wanakula nini halafu?
Wanafurahi sasa?
Je, wewe unapenda kula nyama ya mbuzi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. The 'ny' /ñ/ sound as in 'nyumba' and 'nyama'. This is not any different from what you have already learned in words like 'fanya'. The only difference is that now we learn to pronounce this at the beginning of a word. This is a similar sound as in 'Señorita' and 'canyon'. Listen to your instructor carefully and practice these sounds with the front half of your tongue pressed against the roof of your mouth back of the teeth. Some people use this sound also in English when pronouncing words like: 'new', 'knew', though this may be dialectical.

2. The cluster 'msh' /mš/ occurring in the word 'mshale' is pronounced on the same principle as the previous clusters which we have learned, such as: /mk/, /mt/, /mz/, /ms/, etc. From a closed lip position while sounding the /m/ you slide into the consonant which follows, in this case the 'sh'.

3. Make careful note of the stress occurring on the next to the last vowel when there are two vowels at the end of a word, whether they be like or unlike vowels. Your instructor has brought this to your attention in the first period of this lesson unit.

II. Language Structure (Plural of 'to have')

Refer back to Generalization Note No. 3 in Lesson 8, where we presented the 3 singular forms:-

nina	(I have)
una	(you have)
ana	(he, she has)

The plurals are formed simply on the same pattern by combining the plural pronouns 'tu', 'm', 'wa' with the particle 'na' (meaning with).

tu + na > tuna (we have)
m + na > mna (you have) plural
wa + na > wana (they have)

Thus: Tuna mkate. (We have bread.)
Mna kazi. (You have work.)
Wana watoto. (They have children.)

III. Cultural Note

In the dialogue and in the narrative we learned about some people going out with their spear to hunt lions. A lion was catching one of their goats. How do people in the plains protect their animals? Are there heavy losses from lions killing cattle?

The losses are not heavy, but precautions have to be taken. During the day two or more young herdsmen will accompany the cattle while grazing. These are usually the nomadic Masai who live by their cattle. They always carry a spear and through practice have become fine marksmen. They do not hesitate to use these spears if a lion should molest the cattle.

During the night the cattle are kept in a circular 'kraal' of branches from thorn trees piled up to 10 ft. high. This enclosure has only one entrance. The huts where people live are nearby. In case of some commotion or attack, the men quickly emerge from the huts, possibly with fire brands, and with their spears are ready to chase the lions away. The thorn enclosure keeps the cattle also safe from stampeding.

In many tribes where the people may have only 2-3 cows and half a dozen goats, they have kept these with them in their huts where they sleep, partitioning off a section of their hut for the animals while sleeping in the other. Let us remember, that the lions were not the only ones to go after the cattle, there were also two-legged cattle thieves, and all possible precautions had to be taken to keep their cattle safe.

SWAHILI BASIC COURSE

LESSON 12

1. EXPRESSION STRUCTURE

a. Phonemes: Vowel sequences with weak glottal stop.

Clusters: /mn/

Supra-segmentals: Weak glottal stop.

b. Morphemes: Tense sign LI indicating the past tense.

c. Syntax: Nothing new.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Picture showing guards catching thieves.

b. Cultural item: The King's African Rifles.

c. Lexical items:

Kapteni	(Captain)	jioni	(evening)
Sajini meja	(Sgt. Major)	ripoti	(report)
Sajini	(Sergeant)	peleka	(take)
Koplo	(Corporal)	ita	(call)
askari	(soldier)	usiku	(night)
Effendi	(Sir)	ruka	(jump, fly)
bunduki	(rifle)	fuata	(follow)
hema	(tent)	toroka	(escape, run away)
handaki	(trench)		
mwivi	(thief)	weza	(be able)
iba	(steal)	piga ripoti	(to report)
mlinzi	(a guard, watchman)	linda zamu	(turn on guard duty)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on weak glottal stops. (Refer to the Generalization of this unit for a fuller explanation of this feature.)

anaangalia	/ana'angalía/
unaingia	/una'ingía/
ninaita	/nina'íta/
tunaona	/tuna'óna/
mnaangalia	/mna'angalía/
wanaiba	/wana'íba/
niliita	/nili'íta/
uliingia	/uli'ingía/
aliangalia	/ali'angalía/
tuliona	/tuli'óna/
waliiba	/wali'íba/
mliangalia	/mli'angalía/

2. Drill on the cluster /m̩n/.

mna	/m̩na/	(a stressed initial 'm')
Mnataka nini?		Mnakwenda wapi?
Mnapenda nini?		Mnakaa wapi?
Mnakula nini?		Mnatoka wapi?
Mnafanya nini?		Mnatembea wapi?
Mnasema sawasawa.		Mnacheza sana.
Mnasimama sawasawa.		Mnacheka sana.
Mnaketi sawasawa.		Mnachelewa sana.
Mnafanya sawasawa.		Mnafurahi sana.

3. Drills on tenses.

a.	Ninalinda zamu.	Nililinda zamu.

	Ninaona wevi.	Niliona wevi.
	Ninaita askari.	Niliita askari.
b.	Unakamata wevi.	Ulikamata wevi.
	Unafuata wevi.	Ulifuata wevi.
	Unafanya vizuri.	Ulifanya vizuri.
	Ulikamata wevi?	Nilikamata wevi.
	Ulifuata wevi?	Nilifuata wevi.
	Ulifanya vizuri?	Nilifanya vizuri.
c.	Anakwenda.	Alikwenda.
	Anarudi.	Alirudi.
	Anakuja upesi.	Alikuja upesi.
	Alirudi upesi?	Alirudi upesi.
	Alikwenda wapi?	Alikwenda ndani.
	Alifanya nini?	Alikimbia.
d.	Tunapiga ripoti.	Tulipiga ripoti.
	Tunapeleka habari.	Tulipeleka habari.
	Tunalinda zamu.	Tulilinda zamu.
	Tuliona wevi?	Mliona wevi.
	Tulifanya vizuri?	Mlifanya vizuri.
	Tulipiga ripoti?	Mlipiga ripoti.
e.	Mnataka chakula.	Mlitaka chakula.
	Mnafanya vizuri.	Mlifanya vizuri.
	Mnaingia ndani.	Mliingia ndani.
	Wanapiga ripoti.	Walipiga ripoti.
	Wanaita askari.	Waliita askari.
	Wanalinda zamu.	Walilinda zamu.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Kimani! Nilisikia wevi waliingia.
   Ndio Effendi, ninaleta ripoti sasa.

2. Wevi waliingia ndani ya hema usiku?
   Ndio Effendi, na waliiba bunduki.

3. Koplo Mutisu alilinda zamu?
   Ndio, na aliona wevi watatu wanatoroka.

4. Alifanya nini halafu?
   Aliita askari na walinzi wengine.

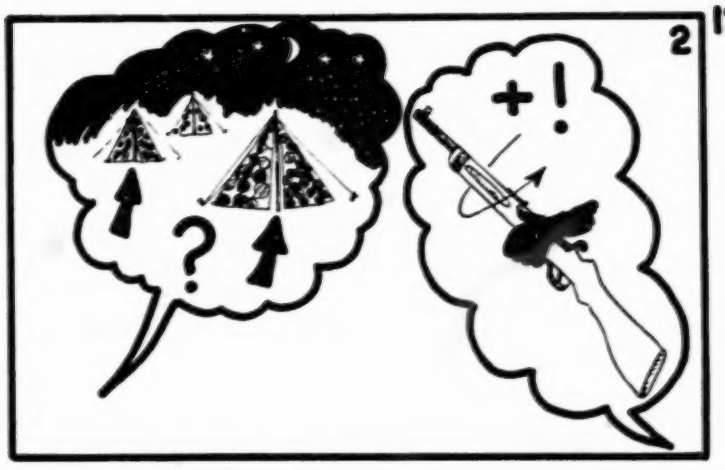
5. Waliweza kukamata wevi?
   Waliweza kukamata wevi wawili tu.

6. Mwivi mmoja alitoroka?
   Ndio Effendi, mwivi mmoja aliruka handaki.

7. Nani alifuata mwivi huyu?
   Sajini meja na Koplo wawili.

8. Mlifanya vizuri, nenda sasa na rudi jioni.
   Ndio Effendi.

KIMANI
...?
+!
PIOTI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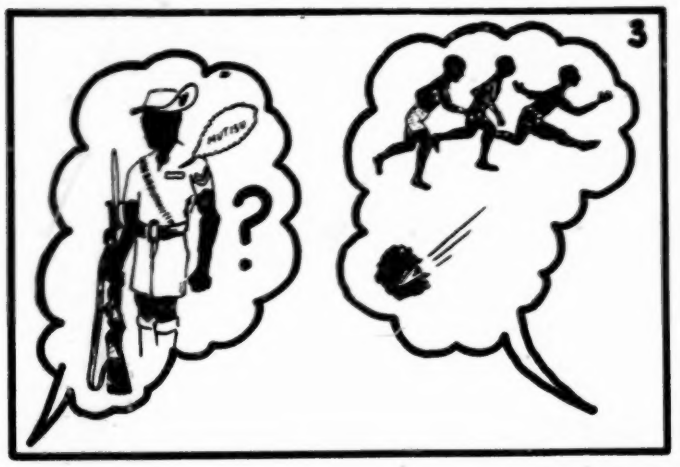
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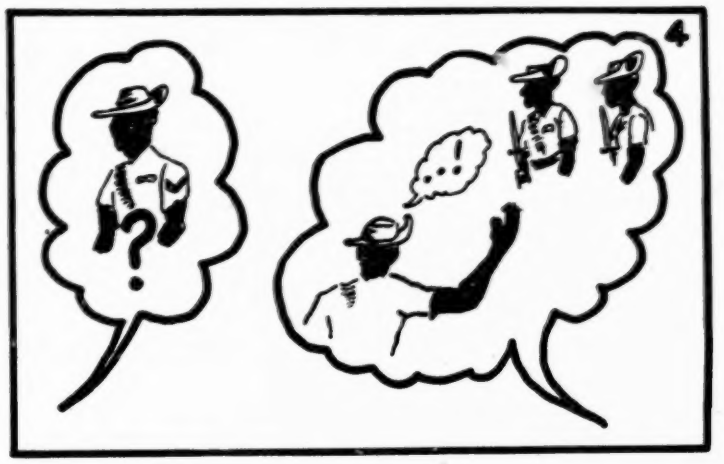
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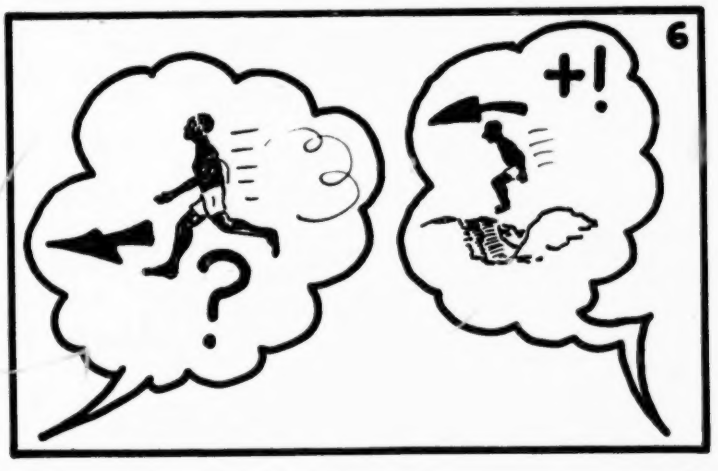
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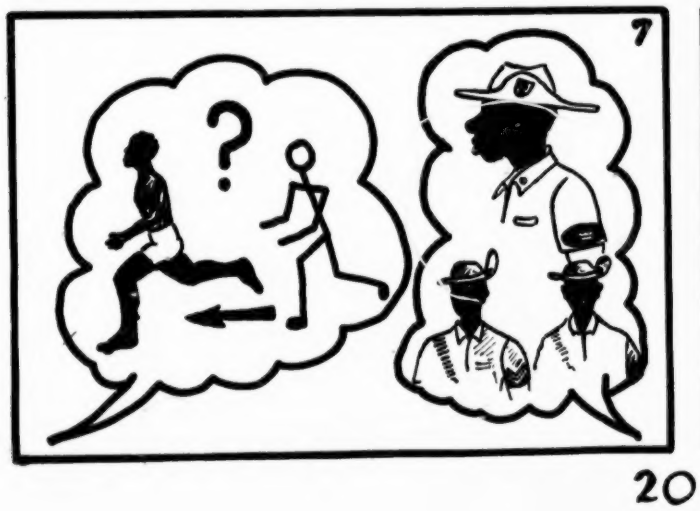
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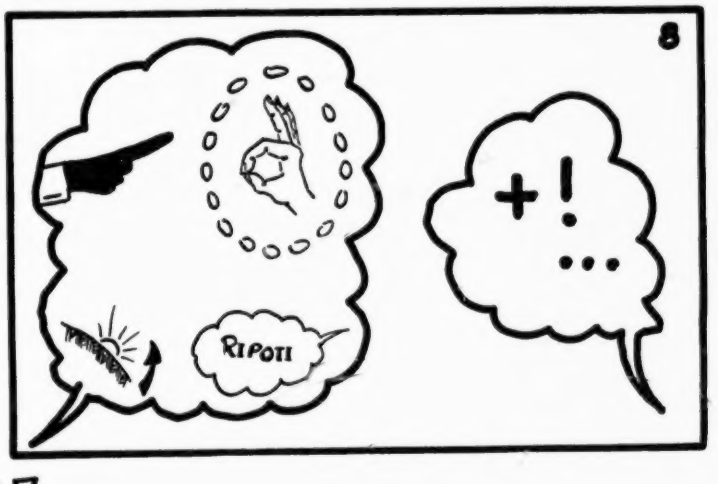

RIPOTI
+!
...

1. Kimani! I heard that thieves broke in.
   Yes, Sir, I am bringing the report now.

2. Did the thieves enter the tents at night?
   Yes, Sir, and they stole rifles.

3. Was Cpl. Mutisu on guard duty?
   Yes, and he saw three thieves running away.

4. What did he do then?
   He called some soldiers and other guards.

5. Were they able to catch the thieves?
   They were able to catch only two.

6. Did one thief get away?
   Yes, Sir, one thief jumped over the trench.

7. Who followed that thief?
   The Sgt. Major and two Corporals.

8. You did well, go now and return this evening.
   Yes, Sir.

Step 1.

1. Drills on the past tense, affirmative (Li prefix).

a. Repetition Drill

Sajini alipeleka ripoti.

Kapteni, askari, mlinzi, Koplo.

Wevi walitoroka.

walinzi, askari wengi, watoto, wanafunzi.

Wevi waliita Kapteni.

fuata, ona, piga, shika.

Substitution Drill

askari: ----- alipeleka ripoti.

Sajini, Kapteni, mlinzi, Koplo.

walinzi: ----- walitoroka.

askari wengi, watoto, wanafunzi, wevi.

ona: Wevi ----- Kapteni.

piga, shika, fuata, ita.

2. Drills on weak glottal stops.

a. Repetition Drill

Mwivi aliiba bunduki.

angalia, ona.

Askari aliita mlinzi.

ona, angalia.

Walinzi waliangalia ripoti.

iba, ona.

Substitution Drill

ona: Mwivi ----- bunduki.

angalia, iba.

angalia: Askari ----- mlinzi.

ita, ona.

iba: Walinzi ----- ripoti.

ona, angalia.

3. Drills on the cluster /mn/.

a. Repetition Drill

Ninyi mnangalia mwivi.

shika, ona, piga, fuata.

Mnapeleka ripoti.

taka, tafuta, piga, leta.

Mnataka kuona Kapteni.

mwivi, bunduki, ripoti, hema.

Substitution Drill

shika: Ninyi ----- mwivi.

ona, piga, fuata, angalia.

tafuta: ----- ripoti.

taka, piga, leta, peleka.

bunduki: Mnataka kuona -----.

Kapteni, ripoti, hema, mwivi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 12

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Juma alikamata mwivi?
2nd: Ndio, alikamata mwivi.

ninyi, walinzi, wewe.

b. 1st: Wevi wangapi walitoroka?
2nd: Wevi watatu walitoroka.

ingia, iba, fika.

c. 1st: Nani aliona mwivi?
2nd: Mimi niliona mwivi.

angalia, kamata, fuata.

d. 1st: Mnaleta ripoti sasa?
2nd: Ndio, tunaleta ripoti.

piga, peleka, angalia.

e. 1st: Mnataka silaha gani?
2nd: Tunataka bunduki.

mikuki, mishale.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Juma alisema na Kapteni?
La, alisema na Koplo.

ninyi, wewe, walinzi.

b. Nani alilinda zamu?
Sisi tulilinda zamu.

walinzi, Maina, Ali.

c. Askari walikimbia?
Ndio, walikimbia wote.

walinzi, watoto, wageni.

d. Wevi wangapi walitoroka?
Wevi watatu walitoroka.

ingia, simama, kimbia.

e. Walikamata mwivi mmoja?
La, walikamata wevi wawili.

ona, fuata.

f. Askari walikwenda wapi?
Walikwenda kutembea.

nyumbani, porini, msituni.

g. Nani alifuata mwivi.
Koplo alifuata mwivi.

kamata, ona.

h. Mnapeleka wapi ripoti?
Tuna peleka ripoti mjini.

nyumbani, kwa Kapteni.

i. Mlilinda zamu lini?
Tulilinda zamu usiku.

jana, asubuhi.

j. Sajini meja alifuata mwivi?
Ndio, alifuata mwivi.

wewe, Koplo, ninyi, walinzi.

k. Mwivi mrefu alitoroka.

ingia, kimbia, iba.

l. Sisi tulikamata mwivi.

ninyi, mimi, walinzi.

m. Juma alipiga ripoti.

mimi, wewe, wanafunzi.

n. Askari walikuwa na silaha.

sisi, wewe, walinzi, Juma.

o. Mnaogopa simba?
Ndio, tunaogopa simba.

ona, fuata, angalia.

p. Waliweza kukamata wevi.

kufuata, kuona.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Kimani ni askari. Alilinda zamu pamoja na walinzi wengine. Usiku wevi watatu walikuja. Waliingia ndani ya hema na waliiba bunduki. Koplo Mutisu alilinda zamu vilevile. Aliona wevi na aliita walinzi na askari. Walinzi walikuja upesi na walifuata wevi. Wevi walikimbia upesi sana. Mwivi mmoja aliruka handaki na alitoroka.

Walinzi waliweza kukamata wevi wawili. Sajini meja na Koplo wawili walikamata wevi. Halafu Sajini Kimani alipiga ripoti kwa Kapteni. Kapteni alifurahi kusikia ripoti na alisema: "Mlifanya vizuri sana."

Step 2. Questions based on the above narration:

Kimani alifanya nini?
Walinzi wengine walilinda zamu vilevile?
Nani alikuja usiku?
Waliingia ndani ya hema?
Wevi waliiba nini?
Nani aliona wevi?
Koplo Mutisu aliita nani?
Walinzi walikuja upesi?

Walinzi walifuata nani?
Nani alikimbia upesi sana?
Mwivi mmoja alifanya nini?
Walinzi walikamata wevi wangapi?
Nani alipiga ripoti?
Alipiga ripoti kwa nani?
Nani alifurahi kusikia ripoti?
Kapteni alisema nini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. A series of 2 or 3 vowels is broken by a very slight break or catch in one's breath so that a fresh attack on the next vowel can be made. This is called a glottal stop. In Swahili this occurs usually when the stem of a word begins with a vowel and a prefix containing a vowel is added. We have had that occur with verbs in the following instances:

anaangalia	/ana'angalía/
ninaingia	/nina'ingía/
unaita	/una'íta/
wanaona	/wana'óna/
tuliona	/tuli'óna/
niliangalia	/nili'angalía/
mliingia	/mli'ingía/

Take note, however, that this little catch or glottal is very weak in Swahili and in rapid speech may hardly be noticeable.

2. The initial cluster /mn/ occurs with the use of the plural pronoun 'you' which in Swahili is 'm'. In a very short word this 'm' takes the position of a syllable and is stressed.

(stressed)	mna	/m̀na/	(you have)
(unstressed)	mnataka	/mnatáka/	(you want)

II. Language Structure (The Past Tense)

In Lesson 3 you were introduced to the way in which the present tense is formed by using the present tense indicator NA as a prefix.

In this lesson you have been introduced to the past tense. The past tense prefix LI is used in place of NA when indicating the past tense.

ni	LI	kamata
u		rudi
a		fanya
tu		ona
m		tengeneza
wa		sikia

Here are a few examples:

ni-li-kamata	nilikamata	(I caught)
u-li-rudi	ulirudi	(you returned)
a-li-fanya	alifanya	(he, she did)
tu-li-ona	tuliona	(we saw)
m-li-tengeneza	mlitengeneza	(you prepared)
wa-li-sikia	walisikia	(they heard)

III. Cultural Note

The military set up in East Africa is modelled after the British Army. The African Army units bear the name of King's African Rifles (K.A.R.). Units of the K.A.R. served with distinction during the last world war, both in the Middle East and in Burma.

The ranks are those of the British Army, and the uniform is khaki, and because of a warmer climate khaki shorts are standard.

The dialogue and narrative depicted a little scene from a unit encamped somewhere in the bush. Some thieves break in during the night, and those on guard duty attempt to apprehend them.

SWAHILI BASIC COURSE

LESSON 13

1. EXPRESSION STRUCTURE

a. Phonemes: /h/

Clusters: /nn/, /nǰ/.

Supra-segmentals: Initial weak glottal stop.

b. Morphemes: Generalization on the verb 'to have'.

c. Syntax: Nothing new.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Hunting scene.

b. Cultural item: Some aspects of hunting.

c. Lexical items:

sumu	(poison)	sababu	(because)
silaha	(weapon)	salimia	(greet)
sikia	(hear)	kama	(like, if)
shabaha	(target, aim)	hodari	(brave, capable)
furaha	(joy, gladness)		
ua	(kill)	ondoka	(leave, go away)
pori	(bush country, jungle)	fuatana	(go along with)
kuwa	(to be)		
kuwa na	(to have)	tele	(plenty)
ogopa	(to be afraid, fear)		

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on initial vowel sounds with a slight catch or glottal stop.

/a/	/e/	/i/	/o/	/u/
ana	effendi	ita	ona	ua
Ali	ema	iba	ondoka	una
asante		ingia	ogopa	upesi
angalia				usiku

2. Drill on the clusters /nn/ and /nǰ/.

/nn/ nne /ńne/ wanne /wán:e/

watu wanne, watoto wanne
miti minne, mikate minne.

/nǰ/ nje /ńǰe/ (outside)
njoo /nǰóo/ (come!)
njema /nǰéma/ (good)

Anasimama nje.
Njoo hapa!
Habari njema.

See Generalization for more information on the /ǰ/.

3. The /h/ sound is like in English.

hapa	Anakaa hapa. Njoo hapa!
huyu	Mtu huyu. Mbuzi huyu.
hodi	"Hodi!" "Karibu."
habari	Habari gani? Habari njema.
Swahili	Ninasema Kiswahili.

4. a. Verb 'to be'.

Present	Past
Simba ni mkali.	Simba alikuwa mkali.
Twiga ni mrefu.	Twiga alikuwa mrefu.
Yeye ni mzima.	Yeye alikuwa mzima.
Wao ni askari.	Wao walikuwa askari.
Ninyi ni hodari.	Ninyi mlikuwa hodari.

Develop more drills on the above pattern utilizing old and new vocabulary.

b. Verb 'to have'.

Present	Past
Mlinzi ana mkuki.	Mlinzi alikuwa na mkuki.
Mtoto ana chakula.	Mtoto alikuwa na chakula.
Wewe una mishale.	Wewe ulikuwa na mishale.
Nina watoto.	Nilikuwa na watoto.
Tuna mikate.	Tulikuwa na mikate.
Watu wana furaha.	Watu walikuwa na furaha.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Ulikwenda wapi jana?

   Niliondoka kuwinda porini.

2. Ulifuatana na Maina?

   Ndio, nilikuwa na mishale ya sumu.

3. Mlikuwa na mikuki mingapi?

   Tulikuwa na mikuki mitano.

4. Wewe ulikuwa na mishale mingi?

   Ndio, nilikuwa na mishale tele.

5. Mliweza kuona simba wengi?

   Tuliona simba wawili, na walikuwa na watoto.

6. Je, mliogopa simba hawa?

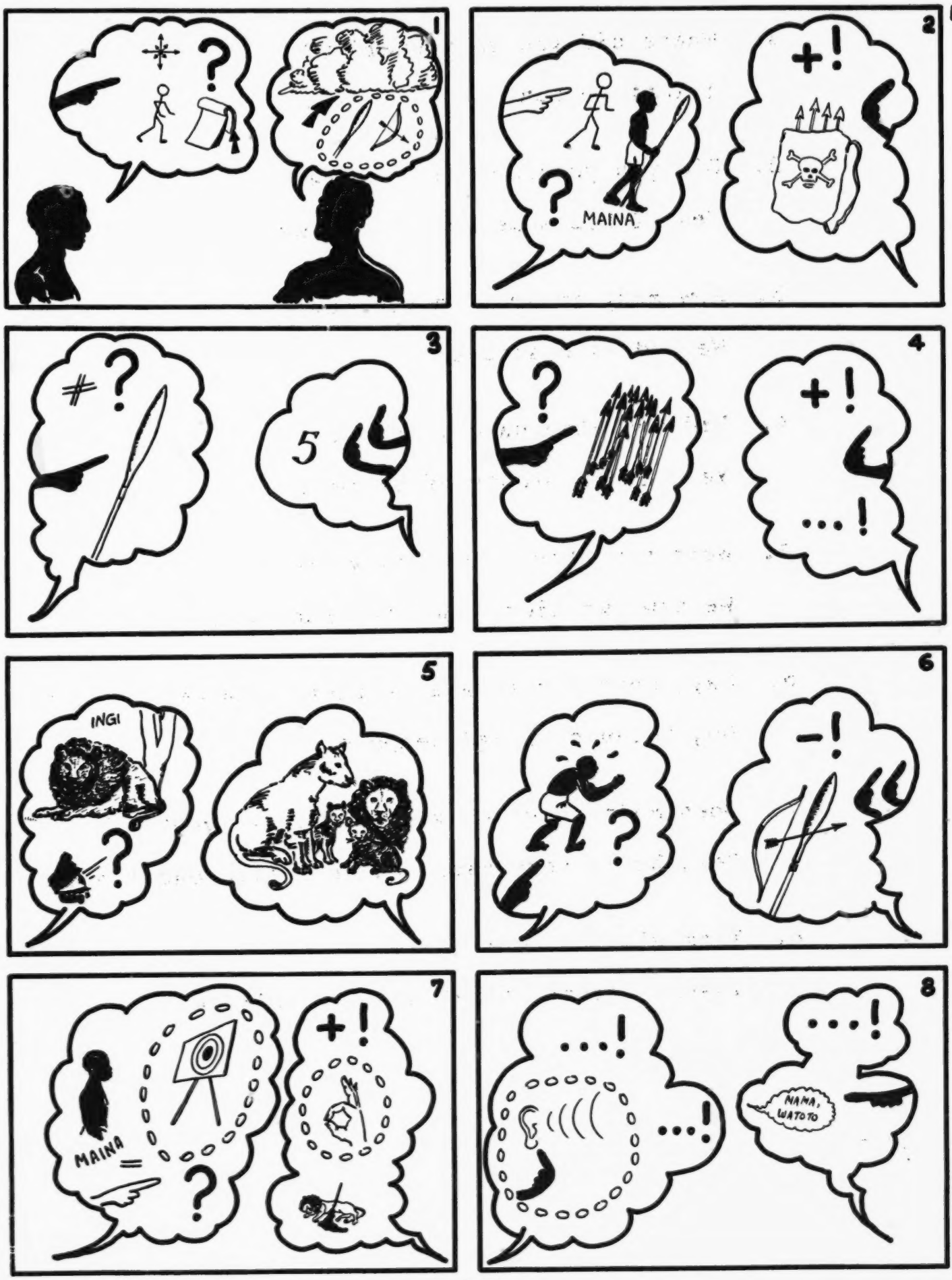
   La, kwa sababu tulikuwa na silaha.

7. Maina ana shabaha kama wewe?

   Ndio, yeye hodari sana, aliua simba mmoja.

8. Nina furaha kusikia vile. Kwa heri rafiki.

   Asante, salimia mama na watoto.


1
?
2
?
MAINA
+!
3
#?
5
4
?
+!
...!
5
INGI
?
6
?
-!
7
MAINA
=
?
+!
8
...!
...!
NAMA, WATOTO

1. Where did you go yesterday?
   I left to hunt in the bush.

2. Did you go along with Maina?
   Yes, I had some poison arrows.

3. How many spears did you have?
   We had five spears.

4. Did you also have many arrows?
   Yes, I had plenty of arrows.

5. Were you able to see many lions?
   We saw two lions and they had cubs.

6. Say, were you afraid of these lions?
   No, because we had weapons.

7. Does Maina have as good an aim as you?
   Yes, he is very capable, he killed one lion.

8. I am glad to hear that.
   Thanks, greet mother and the children.

Step 1.

1. Drills on the verb 'to have' in general.

a. Repetition Drill

Mimi nina mishale ya sumu.

Ali, wewe, Mmasai.

Wamasai walikuwa na mikuki.

sisi, ninyi, wageni.

Maina alikuwa na shabaha.

sisi, mimi, wewe, ninyi, Wamasai.

Substitution Drill

wewe: ----- una mishale ya sumu.

Ali, mimi, Mmasai.

ninyi: ----- mlikuwa na mikuki.

sisi, wageni, Wamasai.

mimi: ----- nilikuwa na shabaha.

wewe, ninyi, mimi, sisi, Wamasai.

2. Drills on the verb 'to be'.

a. Repetition Drill

Watoto ni warefu.

mimi, wewe, ninyi, sisi, Ali.

Wamasai walikuwa warefu.

mimi, ninyi, wewe, sisi, Ali.

Baba ni mwalimu.

wageni, ninyi, sisi, Maina.

Substitution Drill

wewe: ----- ni mrefu.

mimi, wewe, ninyi, sisi, Ali.

sisi: ----- tulikuwa warefu.

Ali, ninyi, mimi, wewe, Wamasai.

ninyi: ----- ni walimu.

Maina, wageni, sisi, baba.

3. Drills on /nn/, /nǰ/, clusters on the initial weak glottal stops.

a. Repetition Drill

Watu hodari wanangoja nje.

wanafunzi, watoto, wageni.

Wamasai wanne wanawinda porini.

watu, simba, wageni.

Ali aliondoka usiku.

ingia, ogopa, iba, ua.

Substitution Drill

watoto: ----- hodari wanangoja nje.

wageni, wanafunzi, watu.

simba: ----- wanne wanawinda porini.

watu, wageni, Wamasai.

aliondoka: Juma ----- usiku.

ingia, ogopa, iba, ua.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 13

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wewe una mishale gani?
2nd: Nina mishale ya sumu.

Ali, Wamasai, ninyi.

b. 1st: Ninyi mlikuwa na shabaha?
2nd: Ndio, tulikuwa na shabaha.

wanafunzi, Juma, wewe.

c. 1st: Una furaha kuwa na mtoto?
2nd: Ndio, nina furaha.

silaha, mishale, wanafunzi.

d. 1st: Watoto walifuatana na nani?
2nd: Walifuatana na Mmasai hodari.

ninyi, Maina, wewe.

e. 1st: Mmasai aliua simba wangapi?
2nd: Aliua simba wanne.

wewe, ninyi, wageni.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wewe ulikwenda wapi?
Nilikwenda kuwinda porini.

ninyi, Wamasai, Juma.

b. Alifuatana na nani porini?
Alifuatana na Maina.

mjini, dukani, shambani.

c. Ninyi mlikuwa na mishale?
Tulikuwa na mishale minne.

wewe, wageni, Juma.

d. Wamasai waliua simba?
Waliua simba wanne.

ninyi, wewe, Juma.

e. Juma ni Mswahili?
Ndio, ni Mswahili.

wewe, ninyi, sisi.

f. Wewe ulikuwa na furaha?
Ndio, nilikuwa na furaha.

ninyi, sisi, wageni.

g. Wewe unataka kuwa mwalimu?
Ndio, ninataka kuwa mwalimu.

Ali, ninyi, wanafunzi.

h. Ninyi mlitaka kuwa wanafunzi?
Ndio, tulitaka kuwa wanafunzi.

wewe, Ali, wageni.

i. Juma alikuwa mwalimu?
La, alikuwa mwanafunzi.

wewe, ninyi, Wamasai.

j. Walimu ni wazima?
Ndio, ni wazima.

ninyi, wewe, Ali.

k. Mama alikuwa na mtoto.

mama hawa, wewe, ninyi.

l. Ali ana mishale ya sumu.

Wamasai, ninyi, sisi.

m. Juma alikuwa na mikuki minne.

tano, sita, wili, moja.

n. Niliondoka kuwinda porini.

kutembea, kufanya kazi, kukaa.

o. Wamasai wana mikuki tele.

sisi, wewe, mimi.

p. Nina shabaha kama wewe.

Ali, Juma, Mmasai.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Rafiki yangu anapenda kuwinda. Aliondoka asubuhi sana pamoja na rafiki yake Maina. Walikwenda porini kutafuta simba. Walichukua silaha pamoja. Mikuki ilikuwa mikali sana. Mishale ilikuwa na sumu.

Kule porini waliona simba wawili. Mmoja alikuwa mama na alikuwa na watoto. Maina alikuwa mtu hodari. Alilenga shabaha kwa mkuki. Aliweza kuua simba mmoja. Yule mwingine alikimbia pamoja na watoto wake.

Watu hawa walifuatana pamoja porini. Walikaa kutoka asubuhi hata jioni. Walirudi kwa furaha sabahu waliweza kuua simba.

Step 2. Questions based on the above narration:

Nani anapenda kuwinda?
Walikwenda wapi kutafuta simba?
Waliondoka asubuhi au jioni?
Walichukua silaha gani?
Mishale ilikuwa na nini?
Waliona simba wangapi porini?
Mama simba alikuwa na nini?

Nani aliua simba mkubwa?
Alikuwa mtu hodari?
Aliweza kulenga shabaha vizuri?
Aliua simba kwa silaha gani?
Simba mwingine alifanya nini?
Watu hawa walifuatana pamoja wapi?
Kwa nini walifurahi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. The 'h' is pronounced very much like in English. The 'h' is not throaty or harsh, even in words of Arabic origin. It is produced with medium force in expelling air as in: house, hill, happy. Swahili examples: Swahili, hapa, huyu, habari, hodi.

2. The cluster of a double 'nn' so far has been used once in the number 4, 'nne'. Standing alone like that the first 'n' functioning as the syllable next to the last, it would be stressed /n̩ne/. Listen to your instructor carefully. Now take note, when a prefix is added to such a word like in: watu wanne (4 people), then the double 'nn' is sounded like one long 'n' and the accent falls on the 'a' /wán:e/.

3. In the cluster 'nj' /nǰ/ the 'j' has a different sound than in 'jambo, Juma, jina, jirani, mji, moja', etc. It is like the sound we have in English as in: jam, general, engine, manger. So remember that when the 'j' is preceded by an 'n' it has a different sound from a /d'/ as in 'jambo' /d'ámbo/ and sounds like a /ǰ/ as in /nǰóo/ or the English 'engine' /énǰine/.

4. In the preceding lesson we learned a little about that catch before a vowel called a glottal stop. When sounding a vowel at the beginning of a word there is also a slight catch as the vowel is pronounced. One of the drills in the 1st Period exemplified this:- ana, una, ingia, ona, effendi.

II. Language Structure (Verbs 'to be' and 'to have')

1. In Swahili these two verbs are closely related because the concept of having or possessing something is based on 'being with something'. Thus our idea of having, using the verb 'to have' would not hold true in Swahili. We have to use the verb 'to be' and add the particle 'na' (meaning: with).

2. The verb 'to be' in Swahili is kuwa. However, in the present tense the non-variable particle 'ni' is used. Thus we have:-

mimi ni	(I am)
wewe ni	(you are)
yeye ni	(he, she is)
sisi ni	(we are)
ninyi ni	(you are) pl.
wao ni	(they are)

3. The verb 'to have' is formed by the use of the short pronouns plus 'na'. This has also been explained in Lesson 8.

(mimi)	nina	(I have)
(wewe)	una	(you have)
(yeye)	ana	(he, she has)
(sisi)	tuna	(we have)
(ninyi)	mna	(you have) pl.
(wao)	wana	(they have)

4. When using other tenses, as we have learned to use the past tense with the prefix LI, we use 'kuwa' systematically.

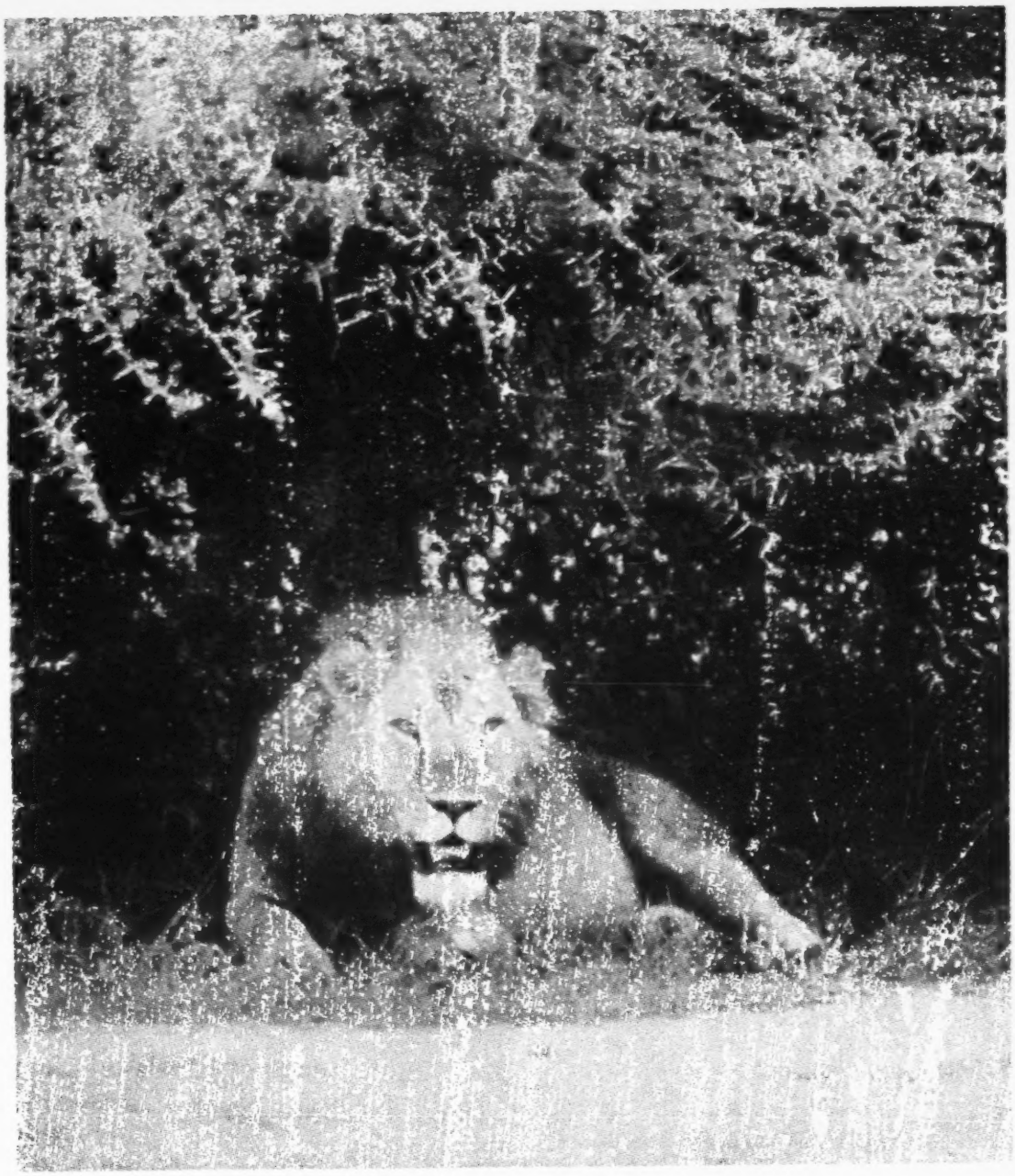
nilikuwa	(I was)
ulikuwa	(you were)
alikuwa	(he, she was)
tulikuwa	(we were)
mlikuwa	(you were) pl.
walikuwa	(they were)
nilikuwa na	(I had)
ulikuwa na	(you had)
alikuwa na	(he, she had)
tulikuwa na	(we had)
mlikuwa na	(you had) pl.
walikuwa na	(they had)

III. Cultural Note

Hunting is a favorite and exciting pastime for many people, especially for Africans. There is always the promise of excitement and possibly meat. If a lion has been killed, this may be followed by festivities; dancing to their drums.

Very few Africans use firearms. They still rely on the silent and swift poison arrow or the spear. They are also excellent trackers and many can pick out the spoor where we would be completely lost.

Chances are that during the night the lion will have had his food and will settle down to rest during the day. Thus an early morning hunter will find the lion in a more relaxed mood, and perhaps a more vulnerable target.



Simba

SWAHILI BASIC COURSE

LESSON 14

BUS STOP
JINJA
Kampala
Makerere College
NAIROBI BUS CO LTD

1. EXPRESSION STRUCTURE

a. Phonemes: palatalization /vyo/.

Clusters: /mp/, /mb/.

Supra-segmentals: Intonation of interrogative words.

b. Morphemes: Future tense, TA.

c. Syntax: Position of interrogative words, initial or final.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) A trip to Uganda.

b. Cultural item: Independence of Uganda - Makerere College.

c. Lexical items:

kesho	(tomorrow)	barabara	(highway)
kesho kutwa	(day after tomorrow)	salama	(safely)
safari	(journey)	Uganda	(Country)
funga mizigo	(pack) v.	Misri	(Egypt)
safiri	(travel) v.	Afrika ya Mashariki	(E. Africa)
fika	(arrive)	Kampala	(capital of Uganda)
mwanzo	(beginning)	Nilo	(Nile River)
sivyo	(not so)	Entebbe	(town in Uganda)
ndivyo	(it is so)		
anza	(begin)		
mpaka	(till, as far as)		

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Introducing the glide /y/. See Generalization for description of this feature.

ndi<u>yyo</u> (it is so) si<u>yyo</u> (it is not so)

Ex. Unapenda chai, si<u>yyo</u>? Ndi<u>yyo</u>, asante.
Utakwenda mjini, si<u>yyo</u>? Ndi<u>yyo</u>, nitakwenda.

2. The clusters /mp/ and /mb/ have been explained in the Generalization as well.

/mp/ <u>mp</u>aka, Ka<u>mp</u>ala

/mb/ <u>mb</u>aya, si<u>mb</u>a, mwe<u>mb</u>a<u>mb</u>a, ki<u>mb</u>ia, <u>mb</u>ele, nyu<u>mb</u>a, te<u>mb</u>ea, te<u>mb</u>o

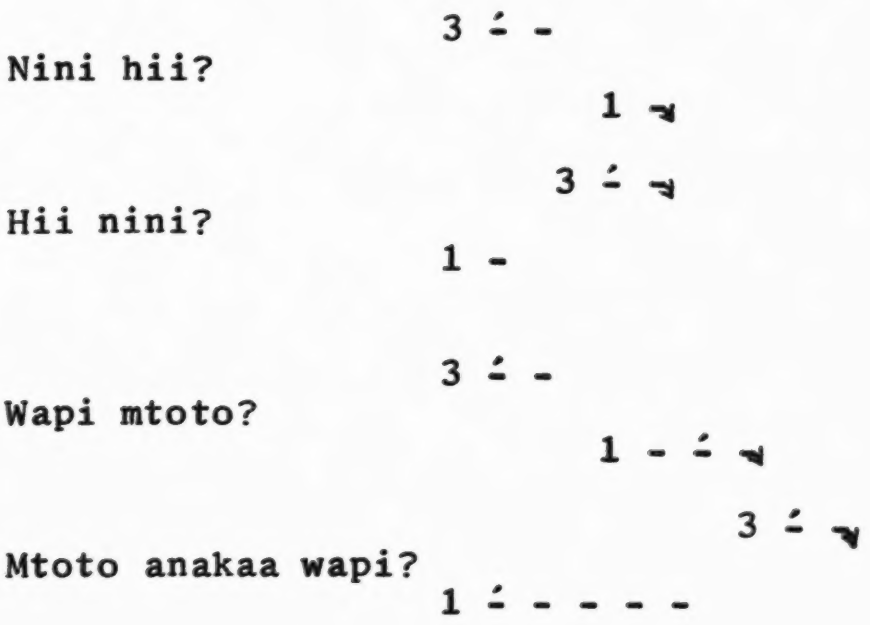
Ex. Nilisafiri <u>mp</u>aka Ka<u>mp</u>ala.
Si<u>mb</u>a <u>mb</u>aya alikimbia.
Te<u>mb</u>o anate<u>mb</u>ea pale.
Mti mwe<u>mb</u>a<u>mb</u>a <u>mb</u>ele ya nyu<u>mb</u>a.

More utterances and drills can be presented on similar lines by recombination.

3. Drill on intonation patterns with interrogatives:

Nani? (Who?) Nini? (What?) Wapi? (Where?)

3 ˊ -
Nani huyu?
1 ˊ ˇ
3 ˊ ˇ
Huyu nani?
1 ˊ -



4. Future tense prefix TA.

a.	Nitafika kesho?	Utafika tu.
	Utasafiri kesho?	Ndio, nitasafiri kesho.
	Atanunua chakula leo?	Ndio, atanunua.
	Atarudi leo?	Ndio, atarudi leo.
b.	Ninatengeneza.	Nitatengeneza.
	Anarudi sasa.	Atarudi leo.
	Tunakula.	Tutakula.
	Wanacheza.	Watacheza.
c.	Nilisafiri.	Nitasafiri.
	Ulifunga mizigo.	Utafunga mizigo.
	Alifika salama.	Atafika salama.
	Mlifuata barabara.	Mtafuata barabara.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Kesho nitakwenda safari.
   Kweli? Utasafiri wapi?

2. Nitasafiri Uganda.
   Lo! Nitafuatana pamoja na wewe.

3. Haya, funga mizigo sasa.
   Tutasafiri kwa motokaa?

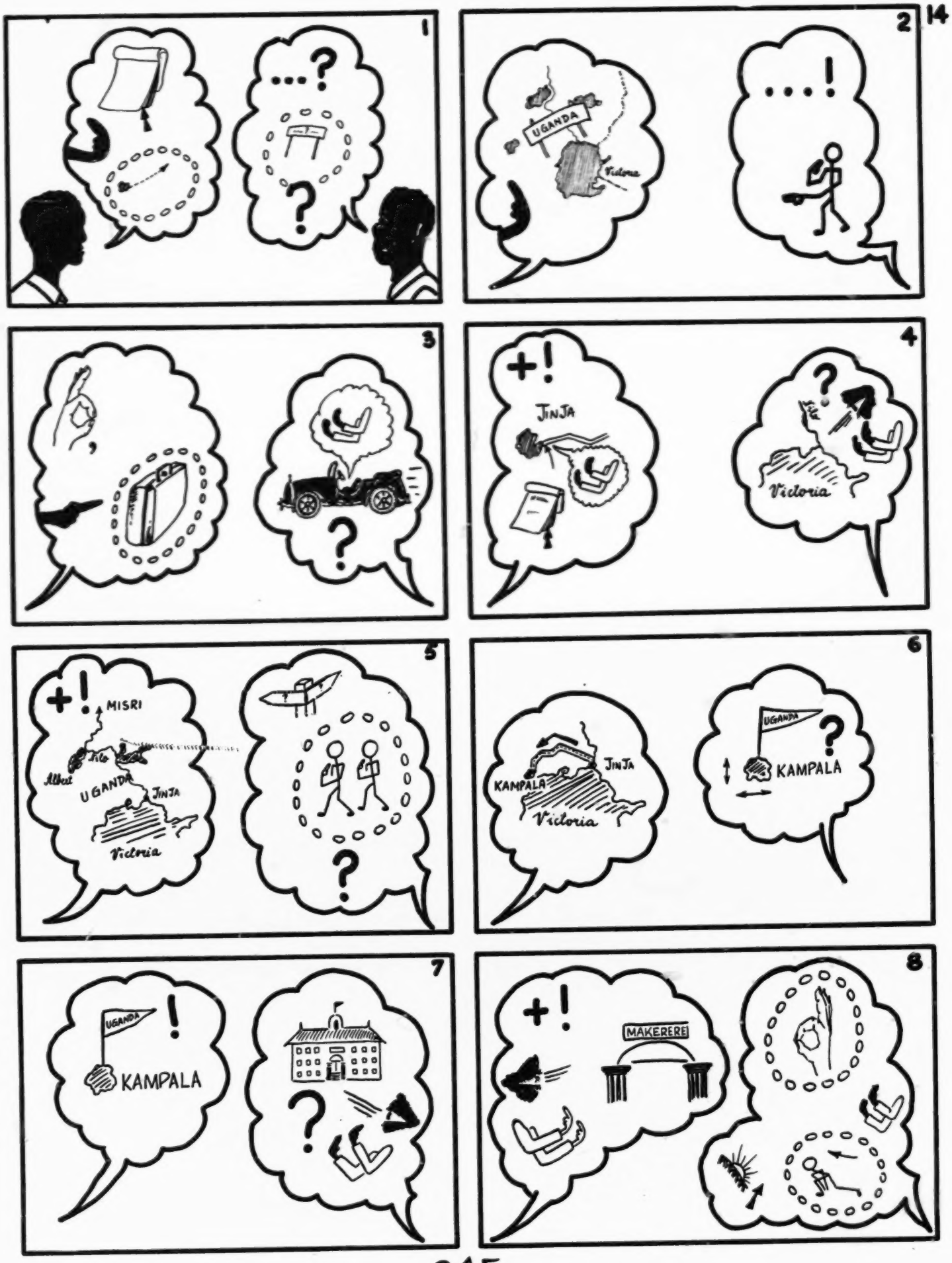
4. Ndio, tutafika Jinja kesho kutwa.
   Tutaona mwanzo wa mto Nilo, sivyo?

5. Unaanza Uganda na unakwenda Misri.
   Tutaendelea wapi tena?

6. Tutafuata barabara mpaka Kampala.
   Huu ni mji mkubwa wa Uganda?

7. Kampala ni mji mkubwa wa Uganda.
   Tutaona skuli kubwa ya Afrika ya Mashariki?

8. Ndio, tutaona Makerere College.
   Basi tutaanza safari kesho asubuhi.


1
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UGANDA
Victoria
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3
?
4
+!
JINJA
?
Victoria
5
+!
MISRI
Albert
UGANDA
JINJA
Victoria
?
6
KAMPALA
JINJA
Victoria
UGANDA
?
KAMPALA
7
UGANDA
!
KAMPALA
?
8
+!
MAKERERE
?

1. Tomorrow I'11 go on a trip.
   Really? Where are you going to?

2. I'11 travel to Uganda.
   My! I'11 go along with you.

3. O.K., pack up now.
   Will we travel by car?

4. Yes, we'11 get to Jinja day after tomorrow.
   We'11 see the source of the river Nile, won't we?

5. It starts in Uganda and flows to Egypt.
   Where else will we go to?

6. We'11 follow the highway to Kampala.
   Is this the big city (capital) of Uganda?

7. Kampala is the capital of Uganda.
   Will we see the big E. African school?

8. Yes, we shall see Makerere College.
   O.K., we shall start tomorrow morning.

Step 1.

1. Drills on the future tense TA.

a. Repetition Drill

Mimi nitakwenda Entebbe kesho.

rudi, ingia, fika, ondoka.

Ali atarudi nyumbani kesho kutwa.

kwenda, lala, ngoja, fika.

Mimi nitafunga mizigo kesho.

wewe, sisi, ninyi, wageni, Ali.

Substitution Drill

fika: Mimi ----- Entebbe kesho.

rudi, ingia, ondoka, kwenda.

lala: Ali ----- nyumbani kesho kutwa.

rudi, kwenda, ngoja, fika.

wewe: ----- utafunga mizigo kesho.

mimi, sisi, ninyi, wageni, Ali.

2. Drills on the glide /y/ and clusters /mp/, /mb/.

a. Repetition Drill

Utafunga mizigo, sivyo?
Ndivyo, nitafunga mizigo.

chukua, peleka, nunua.

Tutasafiri mpaka Misri.

Kampala, Entebbe, Uganda.

Tembo wanatembea porini.

msituni, mjini, shambani.

Substitution Drill

chukua: ----- mizigo, sivyo?
Ndivyo, nitachukua mizigo.

funga, peleka, nunua.

Kampala: Tutasafiri mpaka -----.

Entebbe, Uganda, Misri.

msituni: Tembo wanatembea -----.

mjini, shambani, porini.

3. Drills on intonation of interrogative words.

a. Repetition Drill

Mtu gani huyu?

mtoto, mwalimu, mwivi.

Huyu mtoto gani?

mtu, askari, mwalimu.

Nani huyu?

hawa, yule, wale.

Substitution Drill

mtoto: ----- gani huyu?

mwalimu, mwivi, mtoto.

mtu: Huyu ----- gani?

askari, mwalimu, mtoto.

yule: Nani -----?

wale, hawa, huyu.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 14

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Utasafiri wapi kesho?
2nd: Nitasafiri Kampala kesho.

kwenda, lala, kaa.

b. 1st: Waswahili watafika Nairobi?
2nd: Ndio, watafika Nairobi.

kwenda, rudi, kaa.

c. 1st: Mnakwenda nyumbani sasa?
2nd: La, tunakwenda dukani.

mjini, mtoni, porini, hemani.

d. 1st: Watasafiri mpaka wapi?
2nd: Watasafiri mpaka Entebbe.

Kampala, Uganda, Nairobi.

e. 1st: Utalala mjini, sivyo?
2nd: Ndivyo, nitalala mjini.

kaa, rudi, ngoja.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Nani huyu?
   Huyu ni Juma.

   mtoto, Ali, mwalimu.

b. Huyu nani?
   Huyu ni Maina.

   baba, askari, mlinzi.

c. Wapi mtoto?
   Mtoto anangoja pale.

   lala, keti, simama.

d. Mtoto anakaa wapi?
   Mtoto anakaa hapa.

   nyumbani, mjini, pale.

e. Mtu gani yule?
   Yule ni mwalimu.

   Mkikuyu, mwanafunzi, Juma.

f. Yule mtu gani?
   Yule ni mwivi.

   mlinzi, Koplo, askari.

g. Hawa ni walimu?
   Hawa ni walimu.

   wanafunzi, walinzi, mtoto.

h. Walimu hawa ni wazuri?
Walimu hawa ni wazuri.

-refu, -baya, -kali.

i. Tutalala nyumbani kesho.
Tutalala nyumbani kesho.

porini, msituni, hemani.

j. Kesho tutalala mjini?
Kesho tutalala mjini.

hapa, pale, nyumbani.

k. Ninyi mlifuata barabara.

wewe, sisi, wageni, Maina.

l. Mmasai atafunga mizigo.

sisi, walinzi, ninyi, mtoto.

m. Nairobi ni mji mzuri.

Entebbe, Kampala, Jinja.

n. Wakikuyu watafika Nairobi.

Mkikuyu, ninyi, wewe.

o. Mtaanza safari kesho.

funga, kwenda.

p. Utasafiri kwa miguu.

motokaa, ndege.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Salimu anakaa Nairobi. Sasa anaona Kimani anakuja. Yeye anafurahi sababu Kimani ni rafiki. Labda atasafiri pamoja na yeye kwenda Uganda.

Kimani anataka kufuatana pamoja na Salimu. Alisema atafunga mizigo upesi. Rafiki hawa wawili watafika Jinja kesho kutwa. Barabara ni mzuri kutoka Nairobi mpaka Kampala.

Pale Jinja wataona mwanzo wa mto mrefu Nilo. Mto huu unakwenda mpaka Misri. Ni mto mrefu sana. Kutoka Jinja watafuata barabara mpaka Kampala. Kampala ni mji mkubwa wa Uganda. Watu wengi wanakaa katika mji huu mkubwa. Skuli kubwa, Makerere College, ni pale Kampala vilevile.

Step 2. Questions based on the above narration:

Nani anakaa Nairobi?
Sababu anafurahi?
Kimani anapenda kwenda Uganda?
Yeye ni rafiki ya Salimu?

Rafiki wanasafiri kwa miguu?
Watafika katika mji gani kwanza?
Pale Jinja wataona nini?
Mto gani ni mrefu sana?
Unakwenda mpaka wapi?

Kutoka Jinja watafuatana wapi?
Nini mji mkubwa wa Uganda?
Watu wengi wanakaa Kampala?
Nini skuli kubwa ya Afrika ya Mashariki?
Barabara kutoka Nairobi mpaka Kampala ni nzuri?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. In Swahili the /y/ should be regarded more as a semi-consonant rather than a semi-vowel. It is always followed by a vowel and together with it forms a syllable. Occasionally we get the sequence of a consonant + y + vowel. When this happens then the 'y' is regarded as a glide by which one glides more easily from the consonant into the vowel. We have an instance of this in this lesson with the words 'ndivyo' and 'sivyo'. Listen carefully as the instructor demonstrates this feature.

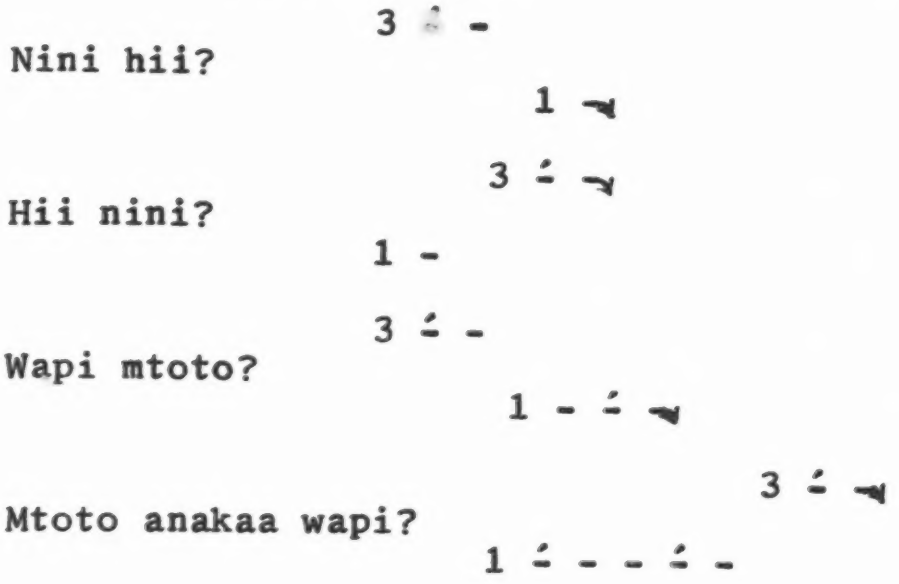
2. The clusters /mp/ and /mb/ have this in common: both consonants which make up the clusters are produced by the lips. There is a close relationship between the two sounds of the cluster, so much so that if the 'm' were unduly shortened there would be only one sound with a nasal quality, a pre-nasalized /p/ and /b/. As far as Swahili is concerned, the 'm' receives enough attention so that the /mp/ and /mb/ can still be regarded as clusters.

3. Question intonation varies when interrogatives (question words) are used and these are used in different positions.

   Nani? (Who?) Nini? (What?) Wapi? (Where?) can be used in place of a noun, and so can be at the beginning or end:

   3 ∴ -
   Nani huyu?
   1 ∴ ↘

   3 ∴ ↘
   Huyu nani?
   1 ∴ -



Notice in the above examples how the peak of intonation (3) has been at the point where the interrogative occurs in the phrase. Make a note of this.

II. Language Structure

The future tense is formed by the use of the prefix TA following the same pattern as the present and past tenses. Compare these patterns:-

(present)	ninapenda	(I like)
(past)	niliipenda	(I liked)
(future)	nitapenda	(I shall like)

III. Cultural Note

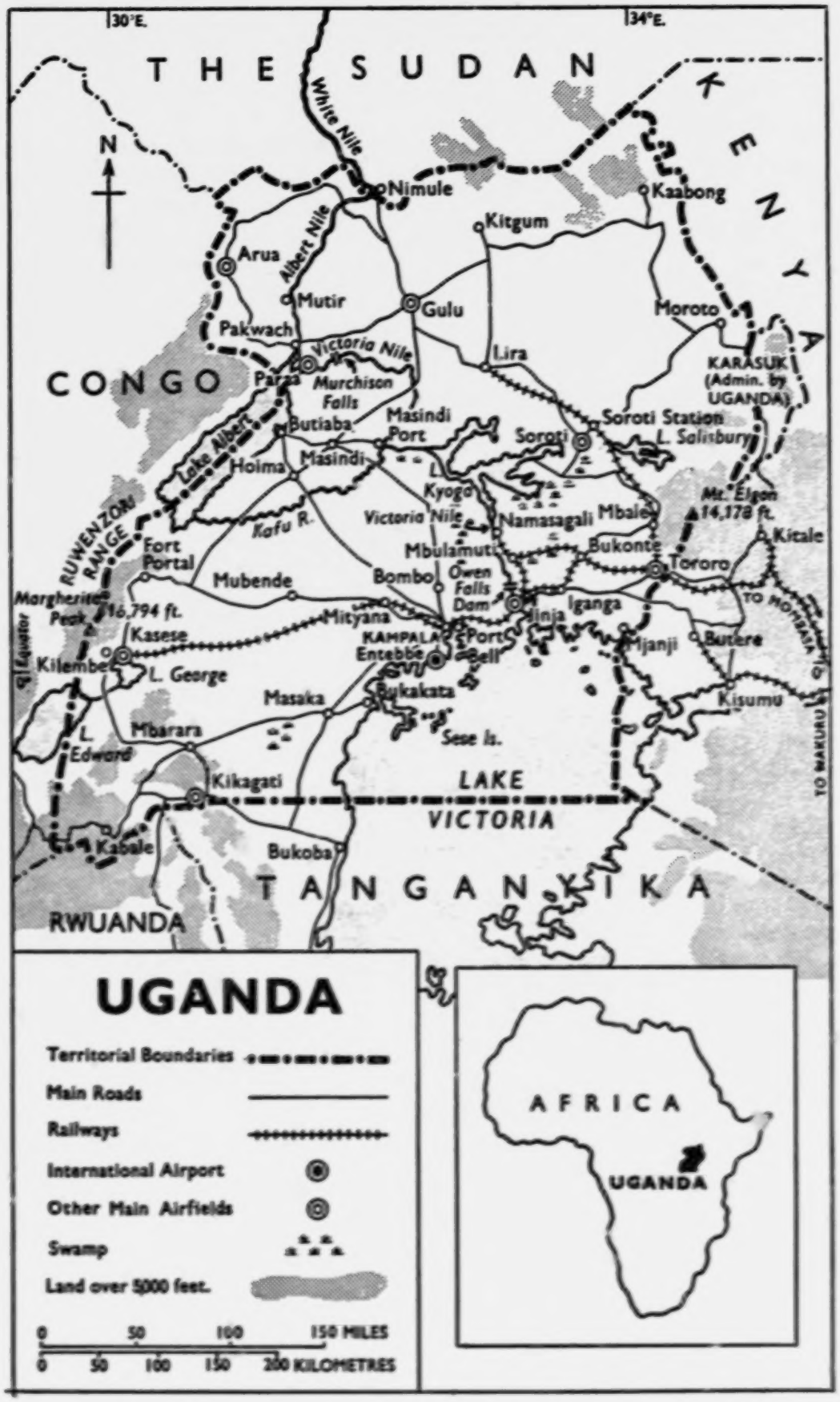
By Treaty and Agreement the territory of Uganda became a British Protectorate in 1900. In October, 1962, Uganda achieved her independence.

There has been considerable progress in Uganda during the past half century. The capital, Kampala, is a fine city and boasts the first college in East Africa. It is affiliated with the University of London and has established a good name. This is Makerere College.

On the Western boundary we have the ever attractive Mountains of the Moon with snow-covered Mt. Ruwenzori the highest peak. In the forests near Lake Kivu in the same area is the well known haunt of the gorilla apes. Much of the Southern boundary consists of the Northern portion of Lake Victoria. Entebbe is one of the main ports on the lake as well as a fine airport. The source of the river Nile (White Nile) is at an--other Lake port, Jinja. As the Nile gathers momentum flowing to Egypt it flows through a gorge where a dam has been built with a tremendous hydro-electric plant supplying electricity to a great portion of the country.

The main highways in Uganda are paved, and among the main crops and industries are: sugar growing and refineries, tea plantations, cotton, and fish from the lake.

The population of Uganda is between 6-7 million. The main tribal dialect is Luganda. Swahili is understood throughout Uganda. One of the headquarters of the Inter-Territorial Swahili Language Committee is at Makerere College in Kampala.


30°E.
34°E.
THE SUDAN
KENYA
CONGO
RWUANDA
TANGANYIKA
N
White Nile
Albert Nile
Victoria Nile
Nimule
Kaabong
Kitgum
Arua
Mutir
Gulu
Moroto
Pakwach
Lira
Parza
Murchison Falls
KARASUK (Admin. by UGANDA)
Butiaba
Masindi Port
Soroti
Soroti Station
L. Salisbury
Lake Albert
Hoima
Masindi
L. Kyoga
Mt. Elgon 14,178 ft.
RUWENZORI RANGE
Kafu R.
Victoria Nile
Namasagali
Mbale
Kitale
Fort Portal
Mbulamuti
Bukonte
Tororo
Mubende
Bombo
Owen Falls Dam
Jinja
Iganga
TO MOMBASA
Margherita Peak 16,794 ft.
Mityana
KAMPALA
Port Bell
Entebbe
Mjanji
Butere
Kasese
Kilembe
Equator
L. George
Bukakata
Masaka
Kisumu
Sese Is.
L. Edward
Mbarara
Kikagati
LAKE VICTORIA
Kabale
Bukoba
TO NAKURU
UGANDA
Territorial Boundaries
Main Roads
Railways
International Airport
Other Main Airfields
Swamp
Land over 5000 feet.
0 50 100 150 MILES
0 50 100 150 200 KILOMETRES
AFRICA
UGANDA

DLI 2566

DEFENSE LANGUAGE INSTITUTE

SWAHILI

BASIC COURSE

VOLUME II
LESSONS 15-28

AL OD 2 124

DEPARTMENT OF DEFENSE

S W A H I L I

Basic Course

Volume II

Lessons 15 - 28

May 1963

DEFENSE LANGUAGE INSTITUTE

PREFACE

The Swahili Course, consisting of 145 lessons in 10 volumes, is one of the Defense Language Institute's Basic Course Series. The material was developed at the Defense Language Institute and approved for publication by the Institute's Curriculum Development Board.

The course is designed to train native English language speakers to Level 3 proficiency in comprehension and speaking and Level 3 proficiency in reading and writing Swahili. The texts are intended for classroom use in the Defense Language Institute's intensive programs employing the audio-lingual methodology. Tapes accompany the texts.

All inquiries concerning these materials, including requests for authorization to reproduce, will be addressed to the Director, Defense Language Institute, U. S. Naval Station, Anacostia Annex, Washington, D. C. 20390.

C. W. CHANEY
Colonel, U.S. Army
Director

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SWAHILI BASIC COURSE

LESSON 15

LESSON 15

1. EXPRESSION STRUCTURE

a. Phonemes: Palatalization /mya/.

Clusters: Reinforcement /kw/, /mw/, /bw/.

Supra-segmentals: Reinforcement of the weak glottal stop.

b. Morphemes: Reinforcement of prepositions.
Some adverbs.

c. Syntax: The adverb as a qualifying word follows the verb as in English.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Sgt. catches a spy.

b. Cultural item: Nothing to reflect African culture.
Tricks which a thief might use.

c. Lexical items:

nje	(outside)	wazi	(open)
jana	(yesterday)	acha	(leave off)
jaribu	(try)	ufunguo	(key)
sauti	(sound, voice)	baada ya	(after)
kabla ya	(before)	kimya	(silence, quietly)
adui	(enemy)		
mpelelezi	(spy)	nyuma ya	(behind)
chumba	(room)	wakati	(time)
kwa siri	(secretly)	faulu	(succeed)

1st PERIOD PERCEPTION DRILL LESSON 15

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on glides /y/ and /w/.

a. /y/ Aliingia kimya, sivyo?
Ndivyo, aliingia kimya.

Vyakula ni vizuri, sivyo?
Ndivyo, ni vyakula vizuri.

Vyakula katika vyumba vidogo.

Wakati wa kimya.

b. /w/ Bwana alikwenda, kweli?

Alikwenda kwa mwalimu.

Mwalimu na mwanafunzi.

Mwivi aliingia kwanza.

Mwanafunzi si mwivi.

2. Use of Prepositions.

Weka chini ya kitanda!
Anakaa chini ya mti.
Ndege ni juu ya mti.
Anaketi juu ya kiti.

Ndani ya nyumba.
Ndani ya motokaa.
Katika nyumba.
Katika motokaa.

Kando ya mlima.
Kando ya mto.
Karibu na mti.
Karibu na mlango.

Nyuma ya mlango.
Mbele ya mlango.
Pamoja na rafiki.
Kwenda kwa miguu!

3. Use of Adverbs.

Acha sasa!
Fanya halafu!
Rudi leo!
Nenda kesho!

Aliingia kwa siri.
Alifaulu vizuri. (sana)
Anachelewa sana.
Anapeleka polepole. (sana)

Walifanya upesi. (sana)
Walikula kwanza.
Kabla ya saa moja.
Baada ya saa moja.

Tuliamka asubuhi.
Tulilala jioni.
Tutawinda pia.
Nawa mikono vilevile.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Jambo Sajini Meja! Una habari gani leo?
   Nilikamata mpelelezi jana usiku.

2. Alikuwa wapi?
   Aliingia ndani ya chumba cha silaha.

3. Mlinzi aliacha mlango wazi?
   Effendi, mpelezi huyu alikuwa na ufunguo.

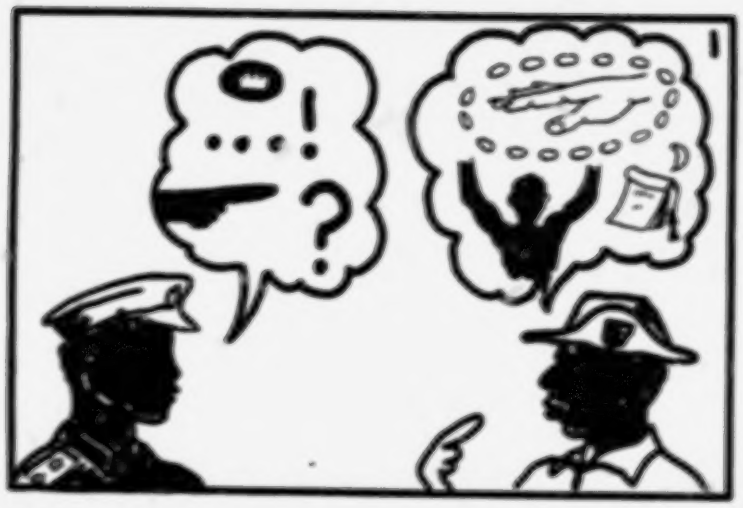
4. Aliiba silaha baada ya kuingia?
   La, niliondoka kimya kuangalia.

5. Ulikamata mpelelezi huyu katika chumba?
   La, nilingoja nje nyuma ya mti.

6. Ulifanya nini halafu?
   Nilikamata mpelelezi wakati anatoka nje.

7. Alijaribu kutoroka?
   Ndio, lakini niliita askari kusaidia.

8. Ninafurahi ulifaulu kukamata mpelelezi.
   Asante, Effendi!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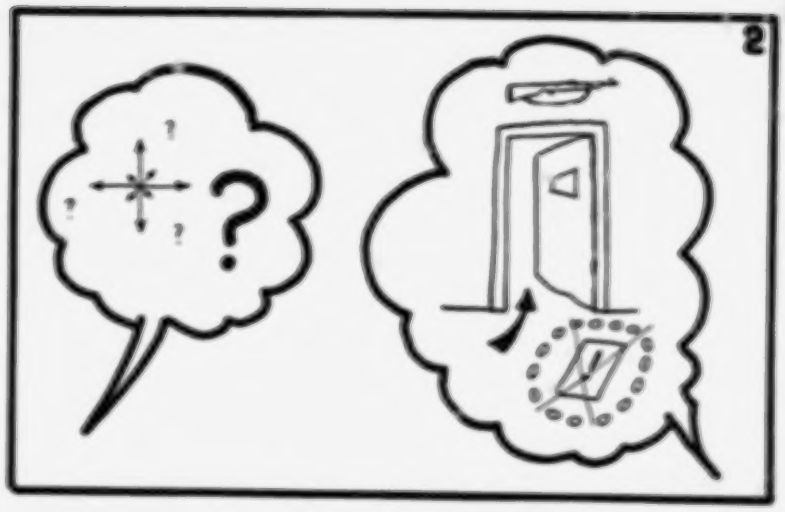
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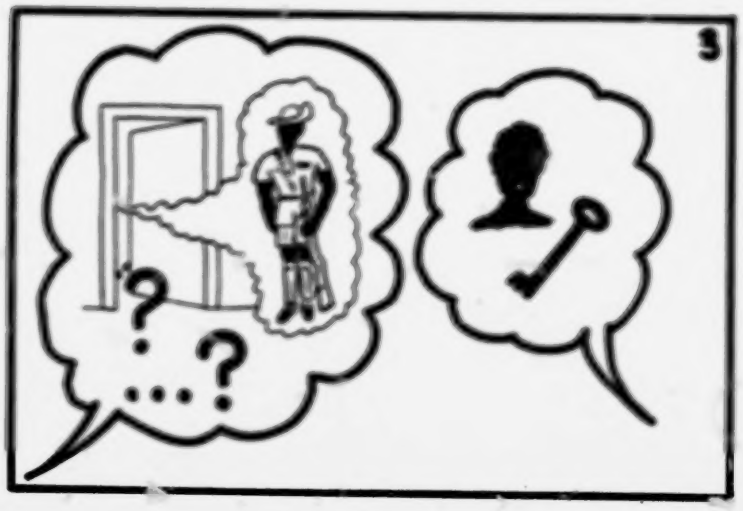
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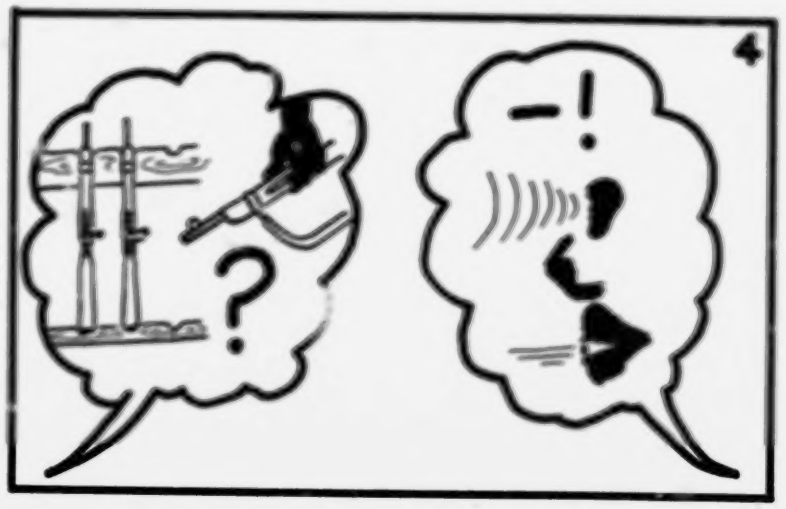
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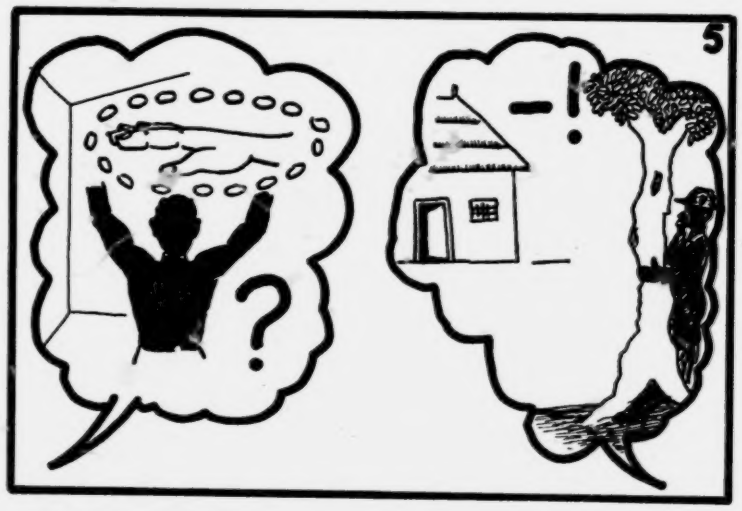
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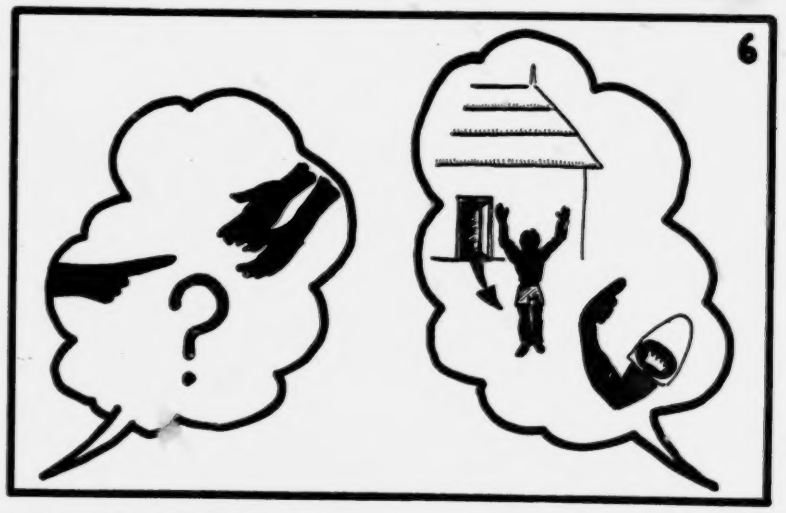
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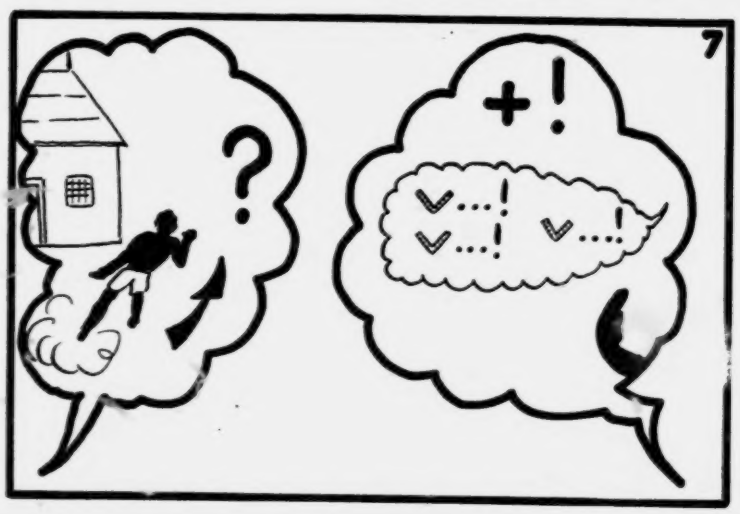
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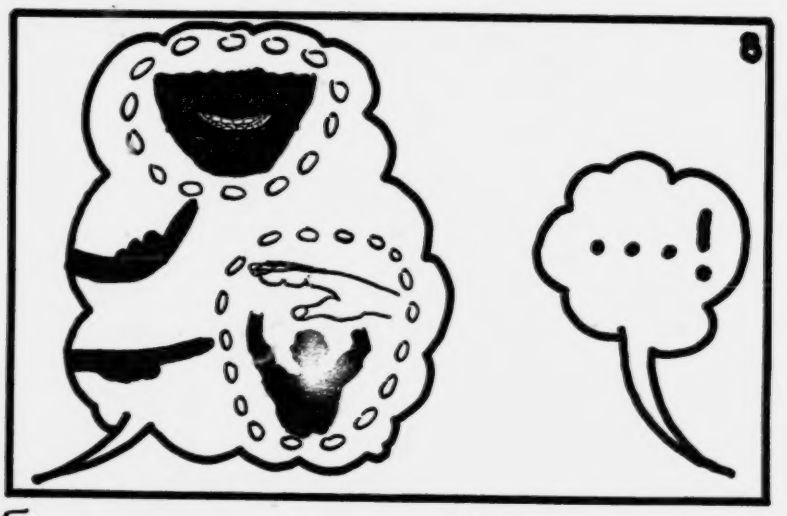
✓...!
✓...!
✓...!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1. Hello Sgt Major! What news do you have today?
   I caught a spy last night.

2. Where was he?
   He entered the rifle weapons room.

3. Did the guard leave the door open?
   Sir, this spy had a key.

4. Did he steal any weapons after entering?
   No, I left quietly to see.

5. Did you catch this spy in the room?
   No, I waited outside behind a tree.

6. What did you do then?
   I caught the spy when he was coming out.

7. Did he try to get away?
   Yes, but I called the soldiers to help.

8. I am glad you succeeded to catch the spy.
   Thank you, Sir!

Step 1.

1. Drills on palatalization /mya/ and on clusters /kw/, /mw/.

a. Repetition Drill

Alikaa kimya.

ingia, ondoka, ngoja.

Mwanafunzi anakwenda kwa mwalimu.

Mswahili, mwivi, mtoto.

Mwalimu atakula kwanza.

mimi, wewe, mwanafunzi.

Substitution Drill

aliingia: ----- kimya hemani.

ondoka, kaa, ngoja.

Mswahili: ----- anakwenda kwa mwalimu.

mwanafunzi, mwivi, mtoto.

mimi: ----- nitakula kwanza.

wewe, mwalimu, mwanafunzi.

b. Repetition Drill

Anakula kwa haraka.

upesi, polepole, kimya.

Walilala nyuma ya nyumba.

karibu na, mbele ya, ndani ya.

Tuliamka baada ya saa moja.

kabla ya, kama.

Substitution Drill

polepole: Anakula -----.

upesi, kwa haraka, kimya.

karibu na: Walilala ----- nyumba.

nyuma ya, mbele ya, ndani ya.

kabla ya: Tuliamka ----- saa moja.

baada ya, kama.

2. Drills on prepositions and adverbs.

1. Repetition Drill

Tutaondoka baada ya chakula.

ingia, fika, lala, cheza.

Aliingia chumbani kwa siri.

ondoka, kaa, ngoja.

Walikula kabla ya kulala.

cheza, ngoja, saidia.

Substitution Drill

Tutaingia: ----- kabla ya chakula.
fika, lala, cheza, ondoka.

Alikaa: ----- chumbani kwa siri.
ondoka, mgoja, ingia.

Walicheza: ----- kabla ya kulala.
ngoja, saidia, kula.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 15

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Koplo ana habari gani?
2nd: Alikamata mpelelezi usiku.

wewe, ninyi, Wamasai.

b. 1st: Mlikamata wapi mpelelezi?
2nd: Tulikamata mpelelezi katika chumba.

peleka, ona, acha.

c. 1st: Walingoja nyuma ya mti?
2nd: La, walingoja mbele ya mti.

kaa, lala, simama.

d. 1st: Utaita askari wangapi?
2nd: Nitaita askari kumi.

peleka, chukua, leta.

e. 1st: Sajini Meja alisikia sauti?
2nd: Ndio, alisikia sauti.

Koplo, ninyi, wewe, walinzi.

5th PERIOD RECOMBINATION DRILL LESSON 15

Note: If facilities are available this period can be scheduled for a language lab session.

a. Utarudi pamoja na Koplo?
La, nitarudi pamoja na Kapteni.

kaa, kwenda, ngoja.

b. Watafika kabla ya saa tatu?
Ndio, watafika kabla ya saa tatu.

ondoka, lala, kula.

c. Mlifunga mizigo lini?
Tulifunga mizigo jana.

chukua, leta, uza.

d. Nairobi ni mji mkubwa?
Ndio, ni mji mkubwa.

Entebbe, Kampala, Jinja.

e. Wageni walisafiri wapi?
Walisafiri Nairobi.

askari, ninyi, wewe.

f. Nani alisikia sauti?
Sajini Meja alisikia sauti.

mimi, Ali, walinzi.

g. Mlikamata wapi mwivi?
Tulikamata mwivi chumbani.

hema, kambi, pori.

h. Yusufu aliacha mlango wazi?
Ndio, alifunga mlango.

wewe, wageni, ninyi.

i. Mwivi aliingia katika hema?
Ndio, na aliiba silaha.

mpelelezi, ninyi, wevi.

j. Utafaulu kumaliza kazi?
Ndio, nitafaulu.

anza, fanya, acha.

k. Nitangoja nyuma ya nyumba.

mbele ya, ndani ya, karibu na.

l. Waliona mwivi katika chumba.

ndani ya, karibu na, nyuma ya.

m. Aliondoka baada ya chakula.

kabla ya, wakati wa.

n. Mwivi ataingia chumbani.

nyumba, pori, msitu.

o. Koplo aliondoka kimya.

sisi, wewe, mimi.

p. Atakuja kwa siri.

ondoka, fundisha, jifunza.

6th PERIOD SITUATIONAL APPLICATION LESSON 15

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wakati ua usiku mlinzi alisikia sauti. Aliamka upesi na alikwenda kutazama. Alisikia sauti katika chumba cha silaha. Alikwenda kimya kutazama. Aliona mlango ni wazi na mtu ndani ya chumba. Alisimama nyuma ya mti na alingoja.

Halafu mtu yule alitoka. Mlinzi aliona ni mpelelezi wa adui. Mpelelezi yule alifungua mlango kwa ufunguo wake. Aliingia kwa siri. Mlinzi alingoja mpaka mpelelezi anatoka. Halafu alikamata mpelelezi. Alijaribu kutoroka, lakini mlinzi alishika mikono vizuri. Vilevile aliita askari kuja kusaidia.

Kapteni alisikia ripoti ya Sajini Meja. Alifurahi alifaulu kukamata mpelelezi wa adui.

Step 2. Questions based on the above narration:

Nani alilinda zamu usiku?
Mlinzi alisikia nini?
Nani aliingia katika chumba cha silaha?
Alifungua mlango kwa njia gani?
Mlinzi aliona mlango ni wazi?
Mlinzi alikwenda kimya?

Aliona nini katika chumba?
Mpelelezi alitoka na mlinzi aliona nini?
Mpelelezi wa adui aliingia kwa siri?
Mlinzi aliingia katika chumba?
Alingoja wapi?
Mlinzi alitoroka?
Nani aliita askari?
Kapteni alifurahi?
Nani alifaulu kukamata mpelelezi?
Nani alipiga ripoti?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. In the cluster /mya/ the 'y' functions as a glide. We find this feature in the work 'kimya' (silent, silence). In English one can approximate this sound if the following phrase is uttered rapidly: Listen to him yell! The words 'him yell' spoken as one word would contain this feature.

2. In the clusters /kw/, /mw/, and /bw/ which we have already used before, the 'w' also performs the function of a glide. The 'w' should not approximate a 'v' but rather a 'u'. Thus:-

   /kw/ approximates the English: quail, quill, quantity. In Swahili we find this in words like: 'kwa', 'kweli', 'kwenda', 'kwanza'.

   /mw/ approximates the English: Cromwell. In Swahili we find this in: mwanzo, mwalimu, mwivi, mwanafunzi.

   /bw/ approximates the English: subway. In Swahili we find it in: 'kubwa', 'bwana'.

3. In the dialogue there are a few words again where that slight catch (weak glottal stop) occurs between vowel sequences. These were explained in Lesson 12. Watch these:-

aliingia	/ali'ingia/
aliiba	/ali'iba/
niliondoka	/nili'ondoka/
kuangalia	/ku'angalia/
niliita	/nili'ita/

II. Language Structure

1. Prepositions are words which show a relative position of something: in, on top of, under, along side, inside, etc.

In Swahili we have had the following so far:-

chini ya	(under, underneath)
juu ya	(on top of)
ndani ya	(inside of)
kando ya	(alongside of)
nyuma ya	(behind)
mbele ya	(in front of)
karibu na	(near to, near with)
pamoja na	(together with)
katika	(in, inside, into)
kwa	(to, toward, by)

Note that a number of these words are followed by the little word 'ya' (of) which is similar to English usage as well. Two of the words are followed by 'na' (with). In a phrase or sentence they follow the same word order as in English.

Chini ya kitanda.	Under the bed.
Juu ya nyumba.	On top of the house.
Pamoja na rafiki.	Together with a friend.

2. Adverbs are words which describe or qualify an action as to how or when it was done, such as: quickly, slowly, well, now, etc. In Swahili these follow the verb as in English. However, if two adverbs are used in succession, one qualifying the other, then the order may be the reverse of English. Let's illustrate:-

Alikwenda upesi.	He went quickly.
Alikwenda upesi sana.	He went very quickly.
	(Literally: He went quickly very.

Here is a list of adverbs which we have learned so far:-

sasa (now)	kwanza (first)
halafu (afterwards)	kwa siri (secretly)
leo (today)	vilevile (also)
kesho (tomorrow)	pia (also)

upesi (quickly)	asubuhi (morning)
polepole (slowly)	jioni (evening)
vizuri (well)	baada ya (after)
sawasawa (properly)	kabla ya (before)

III. Cultural Note

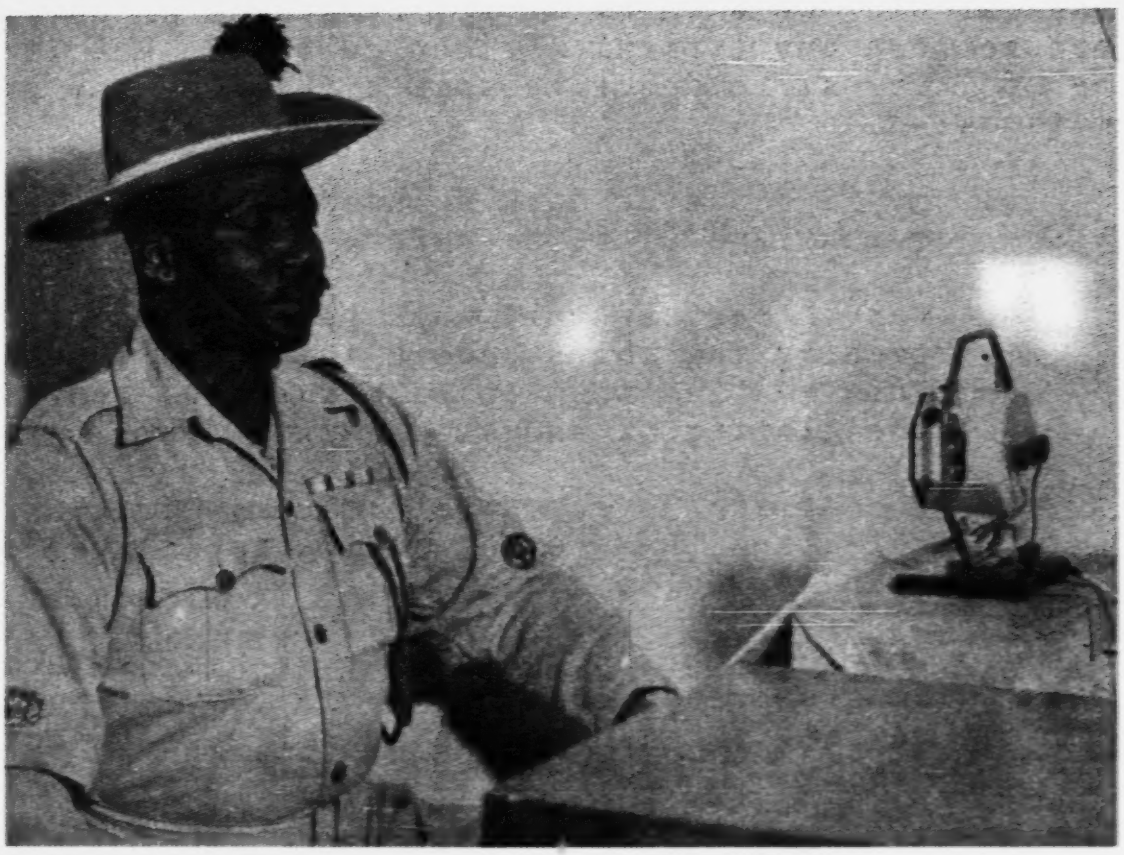
The catching of a thief or spy by guards on duty does not reflect any typical African culture. But it might be of interest to describe such a thief or spy and his methods:-

a. He is black or dark skinned, and thus well camouflaged for the night.

b. Many Africans still walk barefoot, consequently the soles become thick and toughened. This enables them to walk quietly, avoiding the clatter of shoes.

c. The African's eye-sight is very good, as a rule, and thus he may see better in the dark than we could.

d. The thief often sheds most of his clothes and smears grease over his whole body. Thus when he is grabbed he slips out of a grasp more easily.

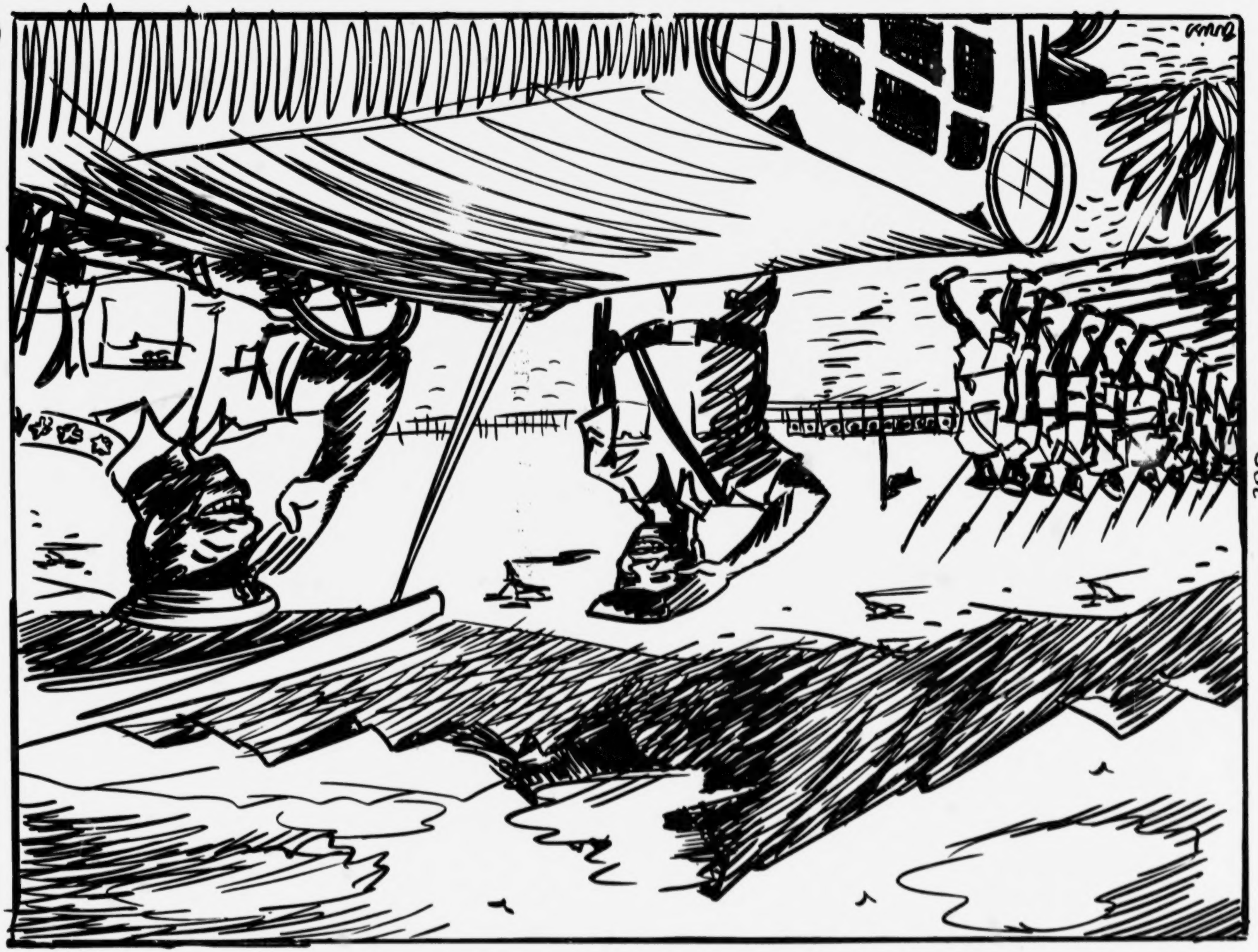


An African Sgt. Major from
the King's African Rifles.

SWAHILI BASIC COURSE

LESSON 16

LESSON 16



1. EXPRESSION STRUCTURE

a. Phonemes: The fricative /θ/ (th).

Clusters: /sw/, /tw/ similar to English. /nyw/ being different.

Supra-segmentals: Exclamations, their stress. Short unstressed words.

b. Morphemes: The enclitic '-ni' representing a locative.

c. Syntax: Certain preposition before a noun becomes an enclitic.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Soldiers on the rifle range.

b. Cultural item: Africans in military life.

c. Lexical items:

tayarisha	(get ready)	thelathini	(thirty)
mazoezi	(drill)	jizoeza	(to practice)
mara moja	(at once)	kiwanjani	(on the ground)
beneti	(bayonet)		
risasi	(bullet)	juzi	(the other day)
kila	(each,every)		
hitaji	(require)	piga shabaha	(aim, target practice)
ishirini	(twenty)		
kamili	(perfect)	bidii	(effort)
kulenga	(to aim)		

1st PERIOD PERCEPTION DRILL LESSON 16

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on /vy/, /my/ reinforcement.

Vitu vyote.
Vyumba vidogo.
Sivyo?
Ndivyo.

Vyakula vizuri.
Hivi ni vyote, sivyo?
Ndivyo, ni vyote.
Lete vitu vyote.

Kaaeni kimya!

Alikwenda kimya.

2. Drill on /sw/, /tw/, and /nyw/.

Mswahili anaona swala.
Swala ni mdogo.
Simba anakula swala.

Twiga yule ni mkubwa.
Ninaona twiga.

Anakunywa chai?
Ndio, anakunywa chai.

3. The phoneme /θ/ (th) is introduced in the word 'thelathini' (thirty).

Watu wangapi?
Watu thelathini.

4. The accented words of one syllable.

Je, unataka chai? La, ninataka kahawa.
Je, atarudi leo? La, atarudi kesho.

Lo! Mtu huyu ni mrefu.
Lo! Hapa watu wengi kweli.

5. The locative ending '-ni'.

Anakaa katika mji.	>	Anakaa mjini.
Analala katika hema.	>	Analala hemani.
Anakwenda kwa mji.	>	Anakwenda mjini.
Anaketi ndani ya nyumba.	>	Anaketi nyumbani.
Anawinda katika pori.	>	Anawinda porini.
Anashika katika mkono.	>	Anashika mkononi.
Anatembea katika barabara.	>	Anatembea barabarani.
Alinunua katika duka.	>	Alinunua dukani.

6. Drill on the tenses.

NA

Anafanya kazi sasa.	Wanacheza pale.
Anatafuta kitu.	Wanapenda chai.
Anapeleleza adui.	Wanalinda zamu.
Analenga bunduki.	Wanapiga shabaha.

LI

Je, ulirudi jana?	La, nilirudi leo.
Je, ulifika Kampala?	La, nilifika Nairobi tu.
Je, ulihitaji silaha?	Ndio, nilihitaji bunduki.
Je, ulijizoeza vizuri?	Ndio, nilijizoeza sana.

TA

Mtakamata adui.	Tutajaribu.
Mtapiga ripoti.	Ndio, tutapiga ripoti.
Mta piga shabaha.	Ndio, tutalenga vizuri.
Mtatayarisha askari.	Ndio, tutatayarisha wote.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Koplo! Tayarisha askari kwenda mazoezi.
   Watachukua nini, Effendi!

2. Watachukua bunduki na beneti.
   Na risasi, je?

3. Kila mmoja atahitaji risasi thelathini.
   Watajizoeza wapi, Effendi?

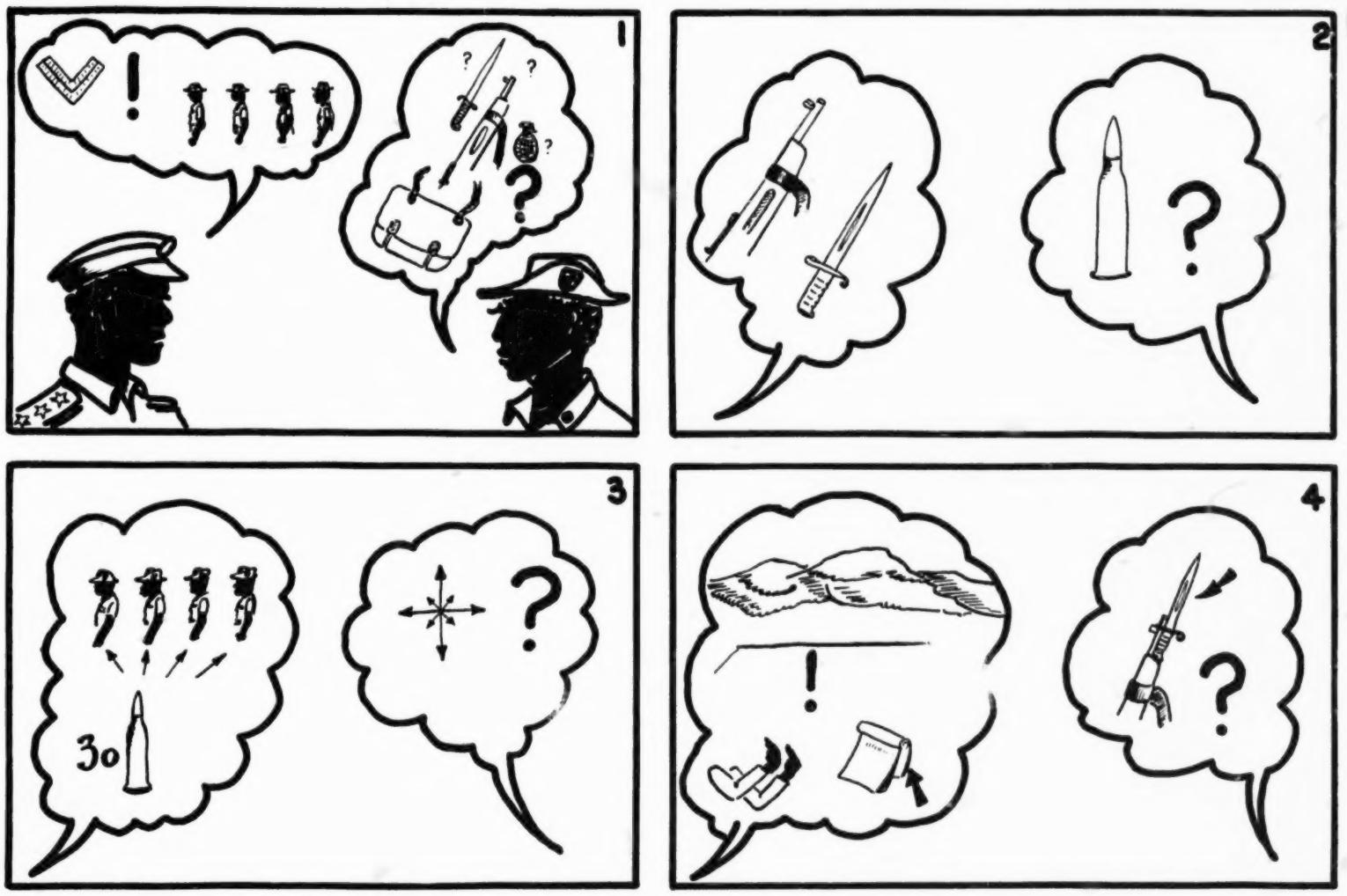
4. Kiwanjani chini ya mlima.
   Wataanza na mazoezi ya beneti?

5. La! Kwanza watajizoeza kupiga shabaha.
   Utasema na askari kabla ya kuondoka?

6. Ndio, ninataka kuona kama wanajua kila kitu.
   Njooni! Kapteni anataka kusema na ninyi.

7. Shabaha yenu si kamili, lazima kujizoeza zaidi.
   Vizuri, Effendi! Tutafanya bidii.

8. Sasa fuateni Koplo Kipkemei kiwanjani.
   Ndio Effendi! Tutakwenda sasa.


1
2
3
30
?
4
!
?
5
-!
...!
?
6
+!
!
...!
7
ZAIDI
...!
8
+!

1. Corporal! Get the soldiers ready for practice.
   What will they take, Sir?

2. They will take rifles and bayonets.
   And what about ammunition?

3. Each one will require 30 rounds.
   Where are they to practice, Sir?

4. On the field under the mountain.
   Are they to start with bayonet practice?

5. No, first they will learn to aim (have target practice).
   Will you speak with the men before they leave?

6. Yes, I want to see if they know everything.
   Come! The Captain wants to talk to you.

7. Your aim is not perfect, you must practice more.
   Very well, Sir, we will make an effort.

8. Now follow Cpl. Kipkemei to the field.
   Yes Sir, we'll go now.

Step 1.

1. Drills on /θ/, clusters /sw/, /tw/, /nyw/.

a. Repetition Drill

Watahitaji risasi thelathini.

beneti, walimu, bunduki.

Mswahili aliua twiga.

ona, fuata, angalia.

Watoto watakunywa chai.

sisi, wewe, mimi.

Substitution Drill

walimu: Watahitaji ----- thelathini.

risasi, beneti, bunduki.

alifuata: Mswahili ----- twiga.

ona, angalia, ua.

wewe: ----- utakunywa chai.

watoto, mimi, sisi.

b. Repetition Drill

Watu thelathini watafika.

ingia, faulu, jizoeza.

Waswahili watawinda swala.

kamata, ona, tafuta.

Baba alikunywa kahawa.

askari wengi, ninyi, Koplo.

Substitution Drill

wataingia: Watu thelathini -----.

faulu, jizoeza, fika.

watakamata: Waswahili ----- swala.

winda, ona, tafuta.

askari hawa: ----- walikunywa kahawa.

ninyi, Koplo, baba.

2. Drills on the enclitic '-ni' representing a locative.

a. Repetition Drill

Walifanya mazoezi porini.

msitu, mji, nyumba.

Askari watajizoeza mjini.

mto, kambi, kiwanja.

Walinzi walilenga shabaha hapa.

barabara, pale, kiwanja.

Substitution Drill

msituni: Walifanya mazoezi -----.

pori, nyumba, mji.

kambini: Askari watajizoeza -----.

kiwanja, mto, mji.

barabara: Walinzi walilenga shabaha -----.

pale, hapa, kiwanja.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 16

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Je, ulikunywa chai?
2nd: La, nilikunywa kahawa.

nunua, peleka, leta.

b. 1st: Lo! Mishale hii ni ya Ali?
2nd: La, mingine ni ya Maina.

mtoto, Juma, baba.

c. 1st: Askari watajizoeza wapi?
2nd: Watajizoeza chini ya mlima.

fanya kazi, lenga shabaha, kaa.

d. 1st: Kapteni alisema nini?
2nd: Alisema ataondoka kesho.

ninyi, wewe, walinzi.

e. 1st: Askari watano watatosha?
2nd: La, tutahitaji wanane.

mikuki, watu, miti.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Askari watahitaji beneti?
Ndio, watahitaji beneti.

chukua, shika, tumia.

b. Walinzi walihitaji nini?
Walihitaji bunduki.

silaha, beneti.

c. Ninyi mtajizoeza wapi?
Tutajizoeza kiwanjani.

askari wale, mwanafunzi, wewe.

d. Sajini Meja alipeleka ripoti?
La, atapeleka ripoti kesho.

wewe, ninyi, walinzi.

e. Utapiga ripoti kesho?
La, nilipiga ripoti jana.

peleka, tayarisha, tafuta.

f. Mtasafiri Nairobi lini?
Tutasafiri Nairobi kesho.

Kampala, Uganda, Jinja.

g. Waliondoka Nairobi jana?
La, wataondoka kesho.

fika, lala, ingia.

h. Ulipeleka silaha jana?
La, nitapeleka kesho.

nunua, tengeneza, uza.

i. Alifunga mizigo lini?
Alifunga mizigo asubuhi.

chukua, leta, uza.

j. Mtafunga safari kesho?
Ndio, tutafunga safari kesho.

jioni, asubuhi, usiku.

k. Askari hawa watatosha.

mikuki, watu, walinzi.

l. Kapteni alifika asubuhi.

wageni, Koplo, askari wengi.

m. Walinzi wana shabaha.

ninyi, wewe, Ali.

n. Atafanya kazi kesho.

maliza, ingia, tafuta.

o. Mtajizoeza kando ya mlima.

kwenda, ngoja, lala.

p. Walinunua risasi thelathini.

mikuki, bunduki, beneti.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Askari ishirini wanakwenda na Koplo. Watajizoeza kupiga shabaha. Watakwenda katika kiwanja kikubwa chini ya mlima. Koplo atafundisha askari kulenga bunduki. Kila askari atapata risasi thelathini. Watajizoeza kwa bidii.

Kapteni atakwenda kwa motokaa kutazama kama askari wanajizoeza vizuri. Anataka shabaha kamili. Askari watajizoeza zaidi hata kesho. Baada ya siku kumi wataweza kupiga shabaha vizuri. Hivyo Kapteni atafurahi. Halafu watajizoeza pamoja na beneti.

Step 2. Questions based on the above narration:

Askari wangapi wanakwenda kujizoeza?
Watakwenda wapi?
Nani atafundisha askari?
Atafundisha askari kufanya nini?
Askari watajizoeza kwa bidii?
Kila mmoja atapata risasi ngapi?

Kapteni atakwenda wapi?
Atatazama nini?
Anataka nini?
Askari watajizoeza siku ngapi?
Askari watalenga bunduki?
Watajizoeza kupiga shabaha?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. The 'th' sound as we have it in English words like 'thin', 'thirty', 'bath' is voiceless in that the vocal cords are not brought into play when sounding this 'th'. This sound occasionally appears in Swahili in borrowed words from other languages. It is not native, in fact, very often such an adopted 'th' gradually changes to an 's'.

   In this lesson this voiceless 'th' occurs in the word 'thelathini' /θelaθíni/ (thirty). Many people nowadays pronounce it as 'thelasini' /θelasíni/ and some even as 'salasini' /salasíni/. You can see from this how the 'th' tends to become an 's'. Learn the first form first, and if you slip into the second form 'thelasini' you will not be wrong either.

2. The clusters /sw/, /tw/ and /nyw/ are not new to you as you have used them in some words. Let's make sure that you have no difficulties in producing these.

   The first two have equivalents in English:

   a. /sw/ switch, swivel, swerve and in Swahili you have learned to use this in words like: Swahili, swala.

   b. /tw/ twirl, twitch, between, twenty. In Swahili you have used this in the word 'twiga' (giraffe).

   c. The third cluster /nyw/ or /ñw/ is not found in English. So you will have to familiarize yourself with this sound and listen carefully as you imitate your teacher. It is the /ñ/ sound as in 'señorita' followed by the 'w' as a glide into the vowel 'a' as we have it in the word 'kunywa' (to drink).

You will have noted that in all these 3 clusters we have again the 'w' as a glide. Refer to the previous Generalization about this for further information.

3. You have learned that in Swahili there is a fixed stress or accent on the syllable next to the last. What happens in short words of one syllable like 'na' (and, with), 'ni' (am, is, are) 'si' (am not)? These words do not have an accent and stand under the influence of the word which follows it, some times in rapid speech appearing as if they belong to such words.

Ex. Mtóto naˆmama.
Ali niˆmtóto.

Then we have, as in any language, short one syllable words of exclamation. We have used such words also in Swahili:

La,	No
Lo!	My!
Je?	Say?

Such words can carry a strong stress, followed by a break or a pause.

4. The ending '-ni' which you have learned to use at the end of some nouns was a substitute for words indicating a location, such as: katika (in), kwa (to), ndani ya (inside). Thus instead of saying:

'katika mji'	we said	'mjini'.
'ndani ya hema'	we said	'hemani'.
'kwa mji'	we said	'mjini'.
'katika pori'	we said	'porini'.

This ending suggests a different word order:

'katika mji'	(in town)
'mjini'	(lit: town in)

II. Language Structure

You have learned to express yourself by now with 3 different tenses:-

Present	NA	ninafanya	(I am doing)
Past	LI	nilifanya	(I did)
Future	TA	nitafanya	(I will do)

As you study the above 3 examples you will notice that in order to change from one tense to another you substitute the correct tense prefix. In all other respects the verb remains unchanged.

III. Cultural Note

When African soldiers are for the first time on the rifle range it is usually their first experience in handling a weapon of that sort. It is quite a different habit which they have to acquire from shooting silent arrows from a bow to the aiming of rifles, pulling a trigger which mysteriously sets off a loud bang, and which effects a hit on the target with a seemingly invisible projectile.

In silent jungle warfare where you would not wish to betray your position, the silent, swift poisoned arrow can be more disconcerting than rifle fire.

SWAHILI BASIC COURSE

LESSON 17

ZANZIBAR

1. EXPRESSION STRUCTURE

a. Phonemes: (i) Reinforcement of non-obscuration of vowels /a/ and /u/ in unstressed syllables.

(ii) Change of /ki/ to /ch/ before a vowel.

b. Morphemes: The Ki-Vi class nouns.

c. Syntax: The enclitic 'je' representing the interrogative 'what?'

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Company on transfer.

b. Cultural item: A note on Zanzibar.

c. Lexical items:

baki	(remain)	kibuyu	(flask, canteen)
baridi	(cold)	mbona	(why?)
enyewe	(himself)	moto	(fire, hot)
faa	(suitable)	nguo	(clothing, wearing apparell)
hama	(move,transfer)	sanduku	(box)
Jemedari	(General)	tayari	(ready)
kikosi	(company)	toboka	(punctured)
kisiwa	(island)	Unguja	(Island of Zanzibar)
kikapu	(basket)		
kiatu	(shoe, boot)		
weka	(put, place)		

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Reinforcement of non-obscuration of vowels, especially the /a/ and the /u/ in unstressed positions.

/a/ baki, baridi, faa, hama, weka, mbona, toboka, tayari, mara, moja, kila, shabaha, fuatana, furaha.

/u/ kibuyu, sanduku, nguo, Unguja, kikapu, juzi, kulenga, vuta, chungua, chukua, bunduki, darubini, fukuza, faulu.

2. Drills on Ki class words.

a.	Kikosi kidogo.	Vikosi vidogo.
	Kisiwa kikubwa.	Visiwa vikubwa.
	Kikapu chembamba.	Vikapu vyembamba.
	Kibuyu cha chai.	Vibuyu vya chai.
	Kiatu kizuri.	Viatu vizuri.
b.	Kikosi kitahama.	Vikosi vitahama.
	Kisiwa cha Unguja.	Visiwa vya Unguja.
	Kiatu kimoja.	Viatu viwili.
	Kikapu kimoja.	Vikapu vingi.
	Kibuyu kimoja.	Vibuyu vitatu.
c.	Kitu hiki.	Vitu hivi.
	Kiwanja hiki.	Viwanja hivi.
	Kibuyu kile.	Vibuyu vile.
	Kiatu kile.	Viatu vile.
	Chakula kile.	Vyakula vile.
d.	Kibuyu kilitoboka.	Vibuyu vilitoboka.
	Kiatu kilitoboka.	Viatu vilitoboka.
	Chakula kilibaki.	Vyakula vilibaki.
	Kikapu kitafaa.	Vikapu vitafaa.

3. Change of prefix 'ki' to 'ch' before vowels, except 'i'. In the plural the 'vi' changes to 'vy'.

a.	ki-a > cha (of)	vya
	ki-akula > chakula (food)	vyakula
	ki-umba > chumba (room)	vyumba
	ki-angu > changu (my)	vyangu
	ki-ema > chema (good)	vyema
	ki-embamba > chembamba (narrow)	vyembamba
	ki-ote > chote (all, whole thing)	vyote
b.	Chakula cha baba.	Vyakula vya baba.
	Chumba changu.	Vyumba vyangu.
	Chumba cha mama.	Vyumba vya mama.
	Kisu chembamba.	Visu vyembamba.
	Kijiko chote.	Vijiko vyote.
	Chakula chema.	Vyakula vyema.
c.	Chumba kidogo.	Vyumba vidogo.
	Chakula kizuri.	Vyakula vizuri.
	Chumba kikubwa.	Vyumba vikubwa.
	Chakula changu.	Vyakula vyangu.
	Kitu chote.	Vitu vyote.
	Kitu chema.	Vitu vyema.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Fatuma! Tayarisha kila kitu kwa safari!
   Kikosi chako kinahama wapi tena?

2. Kinahama kwenda kisiwa cha Unguja.
   Mbona vikosi vingine vinabaki?

3. Ninajuaje mimi? Jemedari anajua.
   Utachukua nguo na viatu hivi?

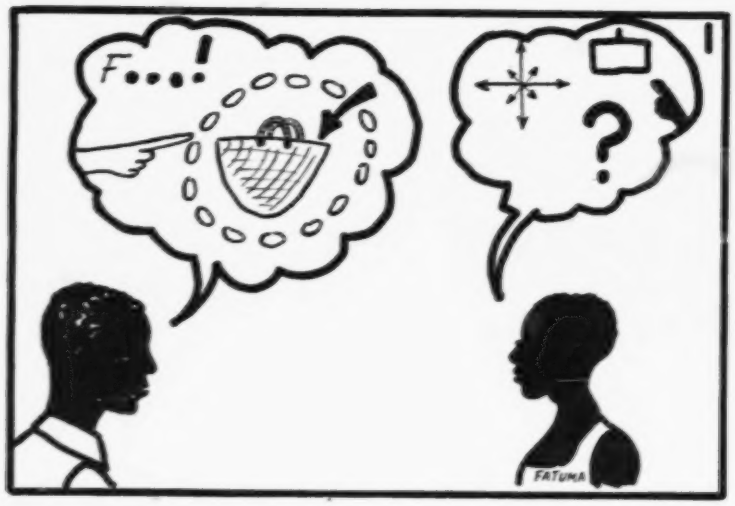
4. Ndio, weka vyote ndani ya sanduku.
   Lo! Kiatu kimoja kinatoboka chini!

5. Basi acha hiki na leta kingine.
   Kikapu hiki kitatosha kwa vitu vidogo?

6. La, tuna vikapu vingi. Lete vitatu!
   Unataka kuchukua kibuyu gani?

7. Kibuyu kile kikubwa kitafaa zaidi.
   Je, utahitaji vibuyu viwili?

8. Ndio, kimoja kwa chai moto, kingine baridi.
   Vizuri, nitaweka vitu vyote tayari.



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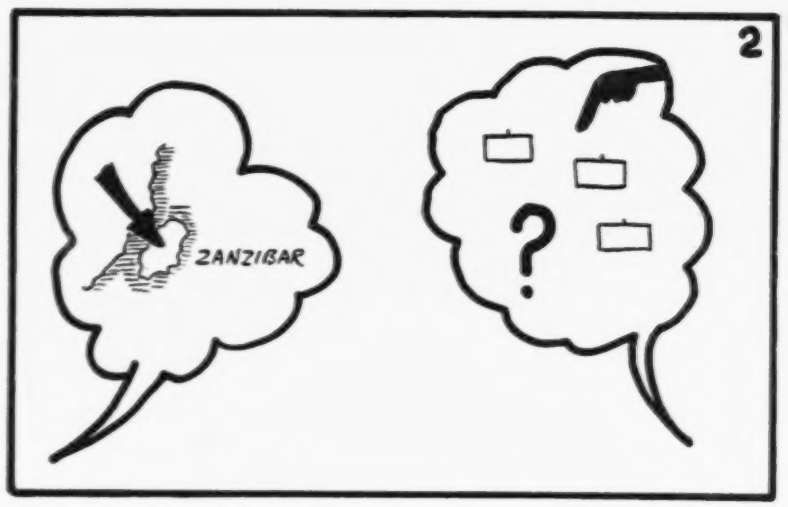

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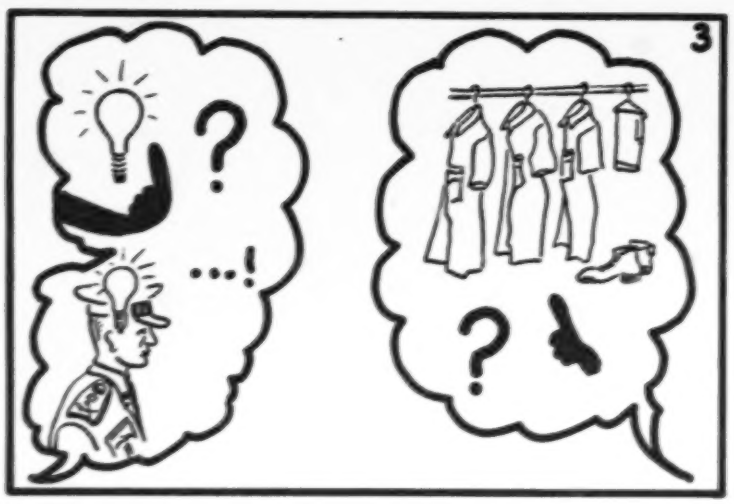

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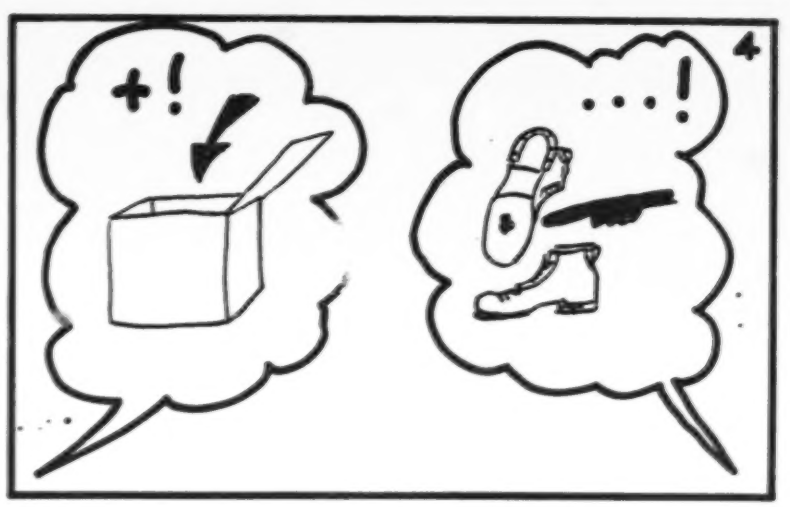

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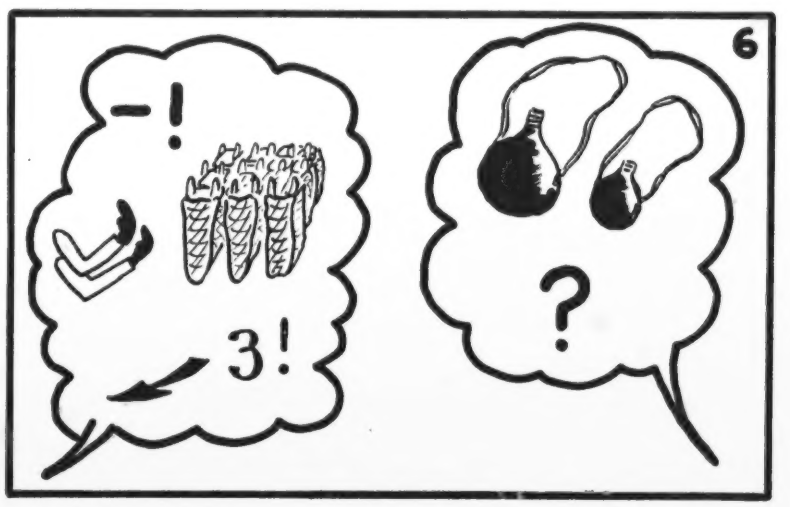

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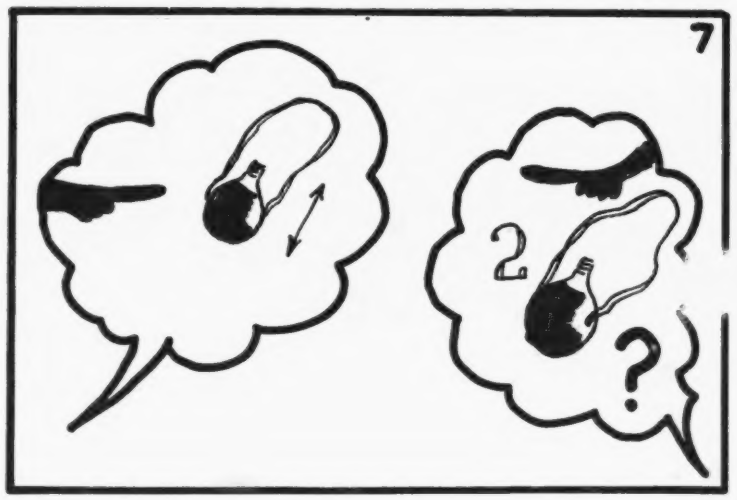

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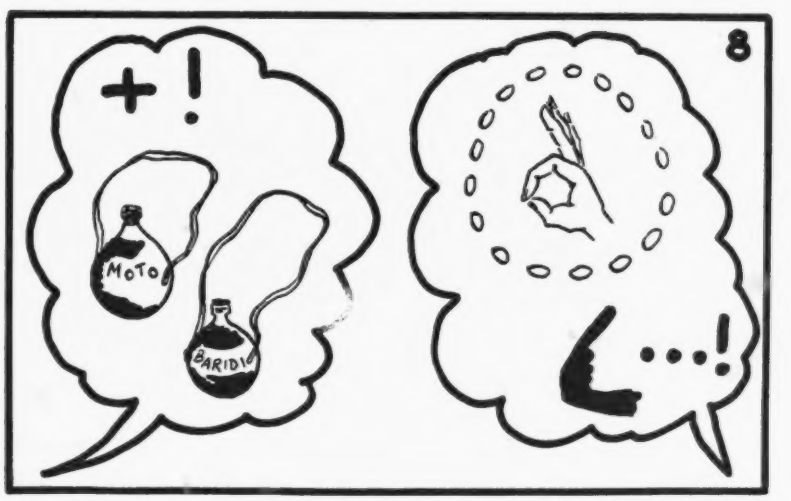

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1. Fatuma! Get everything ready for travel.
   Where's your company moving to again?

2. It's moving to the Island of Zanzibar.
   Why do other companies remain?

3. How should I know? The General knows.
   Will you take these clothes and boots?

4. Yes, put them all inside a box.
   My! One boot has a hole in it!

5. Well, leave that one and bring others.
   Will this basket be enough for small items?

6. No, we have many baskets. Bring three!
   Which canteen do you want to take along?

7. That large one will be more suitable.
   Say, will you need two canteens?

8. Yes, one for hot tea and one for cold (tea).
   O.K., I'll get everything ready.

3rd PERIOD PATTERN DRILL I LESSON 17

Step 1.

1. Drills on Ki class words.

a. Repetition Drill

Kikosi hiki ni kidogo.

kibuyu, kiatu, kikapu.

Vikapu vile ni vikubwa.

vibuyu, visiwa, viatu.

Chakula kizuri kitafaa.

kiatu, kikapu, kibuyu.

Substitution Drill

kibuyu: ----- hiki ni kidogo.

kiatu, kikapu, kikosi.

visiwa: ----- vile ni vikubwa.

viatu, vibuyu, vikapu.

kiatu: ----- kizuri kinafaa.

kikapu, kibuyu, chakula.

2. Drills on non-obscuration of vowels.

a. Repetition Drill

Kikosi kimoja kilibaki.

kibuyu, kiatu, kikapu.

Ninapenda chai baridi.

chukua, weka, kunywa.

Anachukua sanduku na kibuyu.

tafuta, taka, nunua.

Substitution Drill

kiatu: ----- kimoja kilibaki.

kibuyu, kikosi, kikapu.

ninachukua: ----- sanduku na kibuyu.

nunua, tafuta, taka.

anakunywa: ----- chai baridi.

weka, penda, chukua.

3. Drills on 'ch' and 'vy' prefixes.

a. Repetition Drill

Chumba chote ni chema.

chakula, kisiwa, kikapu.

Vyakula hivi ni vizuri.

vyumba, viatu, vijiko.

Vile ni vitu vizuri.

vyakula, vyumba, visu.

Substitution Drill

chakula: ----- chote ni chema.

chumba, kisiwa, kikapu.

viatu: ----- hivi ni vizuri.

vijiko, vyumba, vyakula.

visu: Vile ni ----- vizuri.

vyakula, vyumba, visu.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 17

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Kiatu gani kinatoboka?
2nd: Kiatu kidogo kinatoboka.

kikapu, kibuyu, kitu.

b. 1st: Hiki ni chakula kibaya?
2nd: La, ni chakula kizuri.

kisiwa, chumba, kikapu.

c. 1st: Vikapu vyote vinafaa?
2nd: Ndio, vinafaa vyote.

vyakula, vyumba, vijiko.

d. 1st: Kibuyu kimoja kitatosha?
2nd: Ndio, kimoja kitatosha.

kiatu, kisu, kikosi.

e. 1st: Vile ni vijiko vizuri?
2nd: Ndio, ni vijiko vizuri.

vyumba, vyakula, visu.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mna vikapu vingapi?
Tuna vikapu vinane.

vyumba, vibuyu, viatu.

b. Alileta vitu vyote?
Ndio, alileta vyote.

vibuyu, viatu, vyakula.

c. Vyumba vidogo vinatosha?
Ndio, vinatosha.

vikosi, vijiko, visu.

d. Unataka vibuyu vingapi.
Ninataka vibuyu vyote.

visu, vijiko, viatu.

e. Chumba hiki ni kikubwa?
Ndio, ni kikubwa.

kisu, kiatu, kikosi.

f. Chumba chote ni kizuri?
La, chumba chote si kizuri.

chakula, kikapu, kibuyu.

g. Ulinunua mikuki myembamba?
Ndio, nilinunua mikuki myembamba.

vikapu, viatu, visu.

h. Watu warefu ni wazuri?
La, si wazuri.

visu, kikapu, mkuki.

i. Hawa ni wageni wabaya?
La, si wageni wabaya.

mishale, viatu, mlango.

j. Unahitaji visu vingine?
Ndio, ninahitaji vingine vinane.

watoto, mikuki, mikeka.

k. Vitu hivi vinatosha.

-tatu, -ote, -refu.

l. Wale ni walimu warefu.

visu, vikapu, kijiko.

m. Kisu kile kinafaa.

vikosi, mti, mtoto.

n. Walimu hawa ni wachache.

miti, viatu, visu.

o. Hiki ni kitu kibaya.

vitu, mshale, mtu.

p. Ninaona watoto watatu.

vijiko, milima, vikosi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Koplo Kilongo atakwenda na kikosi chake Unguja. Unguja ni kisiwa kizuri karibu na Tanganyika.

Sasa Koplo anasema na Fatuma. Anataka Fatuma kutayarisha nguo kwa safari. Fatuma anasema: "Kwa nini kikosi kinahama tena? Vingine vinabaki hapa. Unakwenda safari kila mara". Kilongo anasema: "Jemadari anajua mwenyewe".

Kilongo anataka viatu na nguo. Anataka kibuyu kwa chai vilevile. Sasa Fatuma anaona kiatu kimoja kimetoboka. Anatafuta kingine kizuri. Vitu vidogo atatia katika vikapu vitatu. Vile vikubwa ataweka katika sanduku. Kilongo anataka vibuyu vilevile. Kimoja kwa chai moto na kingine baridi. Fatuma ataweka vitu vyote tayari. Kilongo atahama pamoja na kikosi chake kwenda Unguja.

Step 2. Questions based on the above narration:

Unguja ni nini?
Ni karibu na wapi?
Nani atahama Unguja?
Koplo Kilongo anasema na nani?
Nani atatayarisha nguo?

Fatuma anafurahi kikosi kinahama?
Kilongo anajua sababu wanahama?
Nani anajua sababu wanahama?
Kilongo atachukua vitu katika vikapu vingapi?
Fatuma ataweka vitu gani katika sanduku?

Kwa nini Koplo anataka vibuyu?
Anataka vibuyu vingapi?
Anataka nini katika kila kibuyu?
Atakuwa tayari kwenda Unguja?
Fatuma atakwenda pamoja?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

a. From the outset you have been taught about the Swahili vowels as being rather open un-obscured vowels. Because of the influence of English, one has to watch particularly the /a/ and the /u/ especially in unstressed syllables so that they are not pronounced in a lazy fashion, because the lips have to be brought into play more to round the /u/ and /o/, and the /a/ has to be more open.

b. The influence of vowel stems is noticable on prefixes in Swahili in that they often produce changes. This emphasises in another way again the importance of vowels, especially in Swahili where every word also ends in a vowel.

In this lesson this feature is evident in words of the Ki-Vi class where the stem of a word begins with a vowel. For example, we note how the prefix 'ki' changes to 'ch' before a vowel stem.

ki + umba > chumba (not: kiumba)
ki + angu > changu (not: kiangu)
ki + ote > chote (not: kiote)
ki + ema > chema (not: kiema)

In the plural the prefix 'vi' changes to 'vy' before vowel stems. For example:

vi + angu > vyangu
vi + umba > vyumba
vi + ote > vyote

II. Language Structure

a. This lesson has introduced a new group or class of nouns. They are the words which begin with 'ki' in the singular and change this to 'vi' in the plural.

b. Adjectives which are used with such nouns take on the same prefixes as the noun.

Kitu kidogo.
Kikapu kikubwa.

c. The pointing out words (demonstratives) are built on the 'ki-vi' prefixes.

hiki	(this)	hivi	(these)
kile	(that)	vile	(those)

kiti hiki (this chair) viti hivi (these chairs)
kiti kile (that chair) viti vile (those chairs)

III. Cultural Note

The Island of Zanzibar (Unguja in Swahili) is mentioned in the dialogue. This is an island of historic importance. It is not far off from the two main ports of East Africa, Mombasa and Dar es Salaam. For hundreds of years it was occupied by Arabs and to this day it is controlled by an Arab Sultan, although regarded as a British Protectorate as well.

Much of the penetration of the interior of Africa was from Zanzibar. David Livingstone started out from there. It has been the oldest administrative and trade center. In fact, during the olden days of the slave trade, the main slave market was in Zanzibar. After slavery was abolished, a cathedral was built on the site of the old slave market.

The main crops and industry of Zanzibar are:- (a) spices, especially cloves, and (b) coconut products of various kinds. Zanzibar also boasts the purest and best brand of Swahili, and it is the Zanzibar Swahili which has been accepted as standard throughout East Africa.

SWAHILI BASIC COURSE

LESSON 18

1. EXPRESSION STRUCTURE

a. Phonemes: (i) The palatalized /fy/.

b. Morphemes: (i) Reinforcement of numbers 1-10.

(ii) Some prepositions and adverbs.

c. Syntax: (i) Reinforcement of position of adverbs following the verb.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) A Scout patrol spots an enemy detachment.

b. Cultural item: Nothing specifically African.
A Military situation.

c. Lexical items:

hesabu	(count,number)	moja kwa moja	(directly, straight on)
daraja	(bridge)		
karibia	(approach)	sasa hivi	(at once)
darubini	(binoculars)	fukuza	(drive away)
chungua	(observe)	bila	(without)
bombom	(machine gun)	kuonekana	(appear, become visible)
baruti	(explosive, gun powder)	sita	(six)
amri	(command,order)	saba	(seven)
fyatua	(pull trigger)	-nane	(eight)
kwa ajali	(accidentally)	tisa	(nine)
		kumi	(ten)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. The not very frequent /fy/ pronounced as in the English word 'few'.

Fyatua.
Kufyatua bunduki.
Alifyatua bunduki.

2. Drill on numbers 1-10. The numbers 1-5 and 8 take prefixes like other adjectives, but 6, 7, 9, and 10 do not take any prefixes.

Living Beings

a.
Mtoto mmoja.
Watoto wawili.
Watoto watatu.
Watoto wanne.
Watoto watano.
Watoto sita.
Watoto saba.
Watoto wanane.
Watoto tisa.
Watoto kumi.

b.
Simba mmoja.
Simba wawili.
Simba watatu.
Simba wanne.
Simba watano.
Simba sita.
Simba saba.
Simba wanane.
Simba tisa.
Simba kumi.

c. M-Mi Class

Mti mmoja.
Miti miwili.
Miti mitatu.
Miti minne.
Miti mitano.
Miti sita.
Miti saba.
Miti minane.
Miti tisa.
Miti kumi.

d. Ki-Vi Class

Kikombe kimoja.
Vikombe viwili.
Vikombe vitatu.
Vikombe vinne.
Vikombe vitano.
Vikombe sita.
Vikombe saba.
Vikombe vinane.
Vikombe tisa.
Vikombe kumi.

Other nouns can be substituted in the respective class group.

3. Drills. (prepositions and adverbs)

Alikwenda moja kwa moja.	Chini ya daraja.
Walikimbia moja kwa moja.	Juu ya daraja.
Karibia polepole.	Bila baruti.
Fukuza upesi.	Bila darubini.
Hesabu sawasawa!	Bila kuonekana.

Alifyatua kwa ajali.	Kwa bombom.
Chungua sasa hivi!	Kwa bunduki.
Fuata amri sawasawa!	Kwa risasi.
Pamoja na bombom.	Kwa baruti.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Wapelelezi waliona adui wangapi?
   Walihesabu adui kama thelathini.

2. Waliweza kufika karibu bila kuonekana?
   Walikaribia kidogo na walitumia darubini.

3. Adui walikuwa na silaha gani?
   Walikuwa na bunduki tisa na bombom saba.

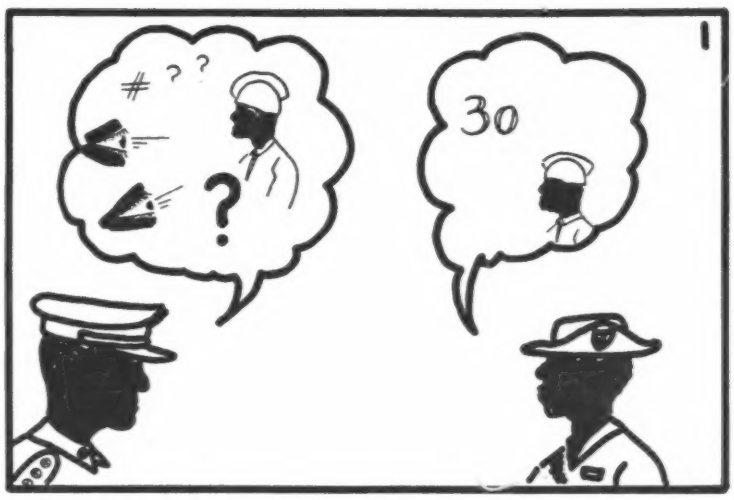
4. Wakati walichungua adui waliona nini?
   Waliona wanaweka baruti chini ya daraja.

5. Wapelelezi walikuwa na amri kupiga risasi?
   La, lakini Koplo alifyatua bunduki kwa ajali.

6. Halafu adui walifanya nini?
   Walikimbia mwituni moja kwa moja.

7. Wapelelezi walifukuza adui hawa?
   Ndio Effendi, na walipiga sita risasi.

8. Ninataka kuona Koplo mara moja.
   Atakuja sasa hivi Effendi.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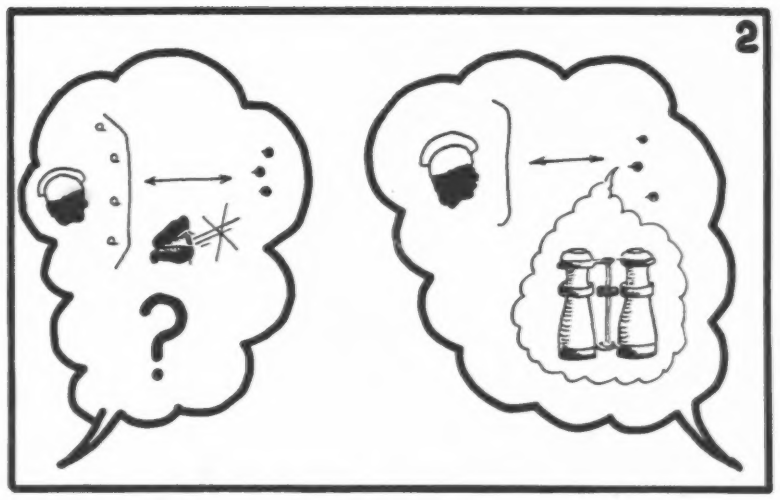
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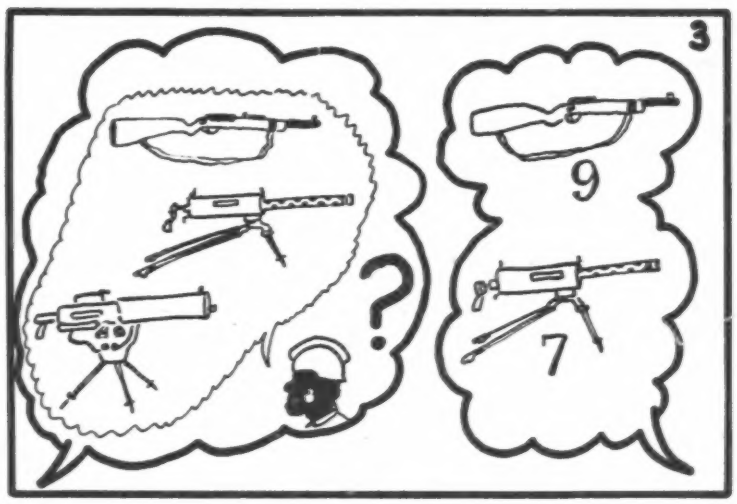
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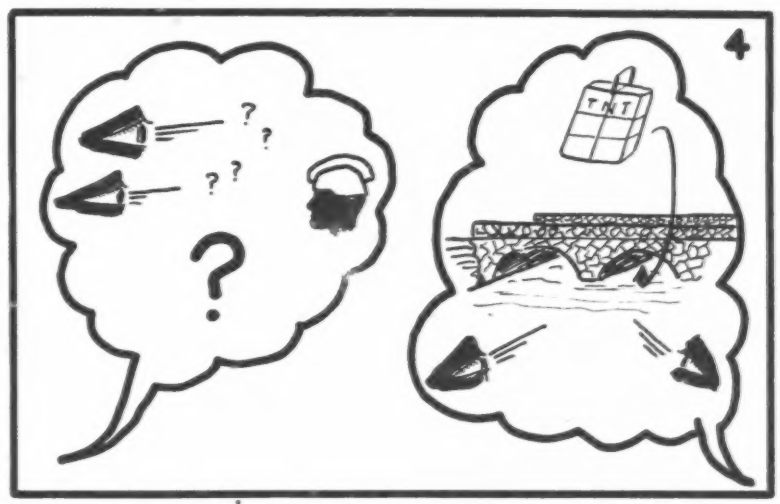
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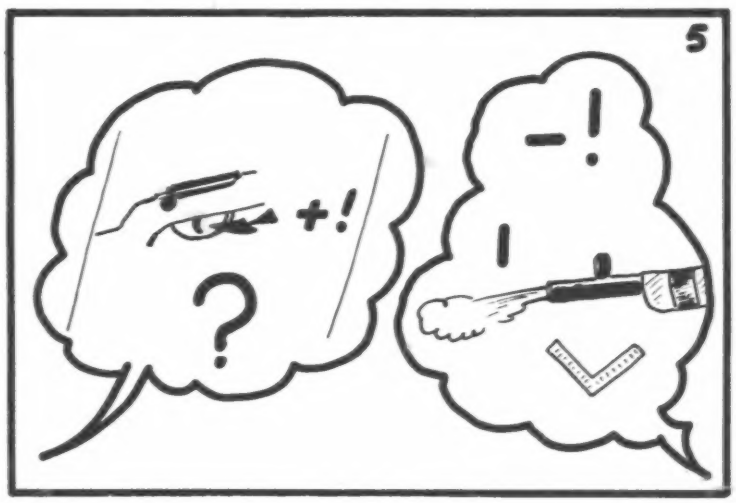
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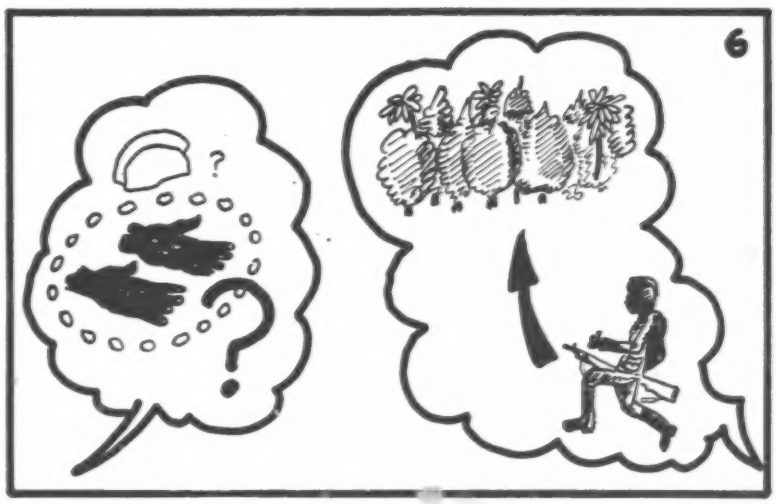
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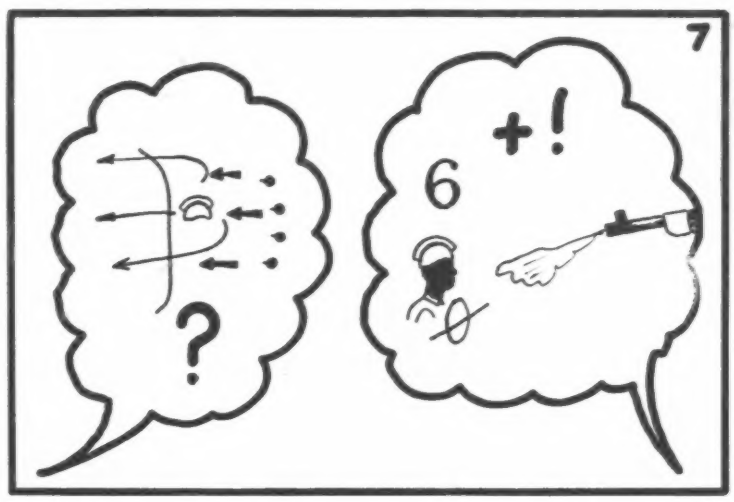
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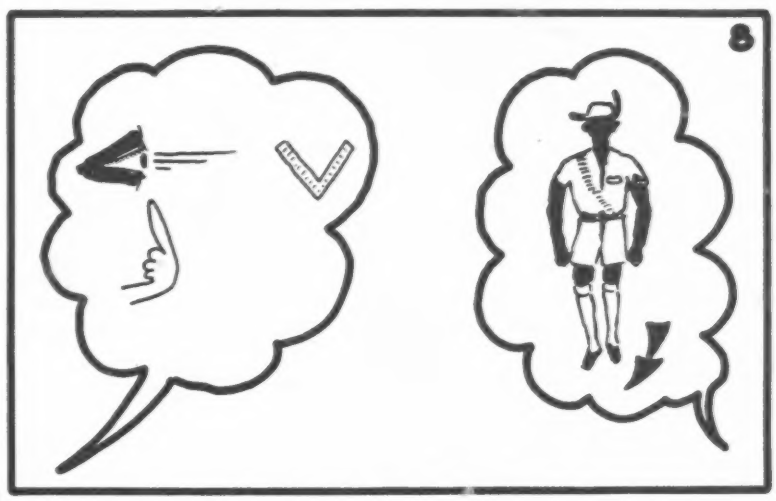
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1. How many of the enemy did the patrol see?
   They counted about thirty of the enemy.

2. Were they able to get close without being seen?
   They got fairly close and used the binoculars.

3. What weapons did the enemy have?
   They had 9 rifles and 7 machine guns.

4. What did they see while observing the enemy?
   They saw them putting explosives under the bridge.

5. Did the patrol have permission to fire?
   No, but the Corporal fired a shot accidentally.

6. What did the enemy do then?
   They ran directly into the forest.

7. Did the patrol drive the enemy away?
   Yes Sir, and they shot six of them.

8. I want to see the Corporal right away.
   He will come at once, Sir.

Step 1.

1. Drills on numbers 1-10 and M-Wa class.

a. Repetition Drill

Mtoto mmoja atarudi.

simba, mtu, mwalimu.

Wanafunzi wanne waliondoka kimya.

-moja, -wili, -tano, sita.

Adui saba walitoroka.

-tatu, nane, tisa, kumi.

Substitution Drill

mtu: ----- mmoja atarudi.

simba, mwalimu, mtoto.

sita: Wanafunzi ----- waliondoka kimya.

-tano, -moja, -wili, -nne.

tisa: Adui ----- walitoroka.

-tatu, -nane, saba, kumi.

2. Drills on numbers 1-10: M-Mi class.

a. Repetition Drill

Ninaona mikuki mitatu.

mishale, mikeka, milima.

Tulitazama milima minne.

-moja, -wili, -tatu, -tano, -nane.

Walinunua mikuki kumi.

sita, saba, tisa.

Substitution Drill

mishale: Ninaona ----- mitatu.

mikeka, milima, mikuki.

-moja: Tulitazama mlima -----.

-nane, -tatu, -wili, -tano, -nne.

saba: Walinunua mikuki -----.

sita, saba, tisa.

3. Drills on Ki-Vi class and on the /fy/ sound.

a. Repetition Drill

Walihitaji kiti kimoja.

kijiko, kikombe, kiatu, kikosi.

Visu viwili vitatosha.

-tatu, -nne, sita, kumi, -nane.

Alifyatua bunduki kwa ajali.

mshale, silaha.

Substitution Drill

kikombe: Watahitaji ----- kimoja.

kijiko, kiatu, kikosi, kikombe.

-nne: Visu ----- vitatosha.

-tatu, sita, kumi, -nane, -wili.

silaha: Alifyatua ----- kwa ajali.

bunduki, mshale.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 18

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Adui wangapi waliingia?
2nd: Adui kumi waliingia.

sita, -tano, -nane.

b. 1st: Askari wana baruti?
2nd: Ndio, wana baruti.

wewe, Maina, ninyi.

c. 1st: Walileta visu vitatu?
2nd: La, walileta vinne.

viatu, vikapu, vijiko.

d. 1st: Mtatumia bombom?
2nd: La, tutatumia bunduki.

nunua, chukua, leta.

e. 1st: Adui wote walitoroka?
2nd: Walitoroka moja kwa moja.

ninyi, wewe, simba.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Juma alifuata amri sawasawa?
Ndio, alifuata amri.

Ali, wewe, ninyi.

b. Mtachungua adui sasa hivi?
La, tutachungua adui kesho.

fuata, kamata, piga.

c. Watakaribia polepole?
Ndio, watakaribia polepole.

ondoka, ingia, kunywa.

d. Ulitembea upesi?
La, nilitembea polepole.

kula, sema, ingia.

e. Waliweka wapi baruti?
Waliweka baruti chini ya daraja.

toa, peleka, acha.

f. Koplo atachukua darubini?
Ndio, atachukua darubini.

bunduki, bombom, baruti.

g. Mlipiga bunduki mara moja?
La, tulingoja kwanza.

nunua, weka, tumia.

h. Walinzi walikamata wevi?
Ndio, walikamata wevi kumi.

-ote, -nane, sita, -nne.

i. Mliona wevi wawili?
Tuliona wevi wanane.

vikapu, mikuki, watoto.

j. Mpelelezi atafunga safari?
Ndio, atafunga safari.

wewe, Ali, ninyi.

k. Nilisimama karibu na kambi.

nyuma ya, kando ya, mbele ya.

1. Atachungua adui kwa darubini.

ona, tazama, tafuta.

m. Mwivi anaingia chumbani.

nyumba, msitu, duka.

n. Watakaribia bila kuonekana.

ingia, ondoka, tembea.

o. Alifyatua bunduki kwa ajali.

upesi, mara moja.

p. Tuliona adui watano.

vikapu, mikuki, watu.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wapelelezi wa kikosi chetu waliondoka asubuhi sana kuchungua adui. Walikwenda kimya bila kuonekana. Halafu walisimama karibu kidogo. Sajini alichungua adui kwa darubini. Alihesabu adui kama thelathini. Aliona askari tisa wana-shika bunduki, na saba walikuwa na bunduki ya bombomu. Askari wengine walikwenda karibu na mto. Kule chini ya daraja walianza kutayarisha baruti. Waliweka baruti chini ya daraja.

Koplo alishika bunduki vibaya. Kwa ajali ali-fyatua bunduki. Sasa adui wote walikimbia moja kwa moja msituni. Lakini Sajini alitoa amri kufuata adui na walipiga risasi. Walifaulu kupiga adui sita risasi. Halafu walirudi na Sajini alipiga ripoti kwa Kapteni.

Step 2. Questions based on the above narration:

Nani aliondoka asubuhi sana?
Waliondoka kufanya nini?
Sajini alitumia nini kuchungua adui?
Walisimama karibu na adui?
Adui walikuwa wangapi?

Askari tisa walishika nini?
Wangapi walikuwa na bombomu?
Askari wengine walikwenda wapi?
Chini ya daraja walifanya nini?
Koplo alishika bunduki vizuri?

Nani alifyatua bunduki?
Halafu adui walikimbia wapi?
Sajini alitoa amri kufuata adui?
Walipiga adui risasi?
Waliua wangapi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

You have learned to use the /y/ as a glide in words like:

vyombo	/vy/
kimya	/my/

In this lesson we add another such cluster containing /fy/. There are very few words containing this sound, but some of these are useful. The /fy/ as in the word 'fyatua' is pronounced as in the English word 'few'.

II. Language Structure

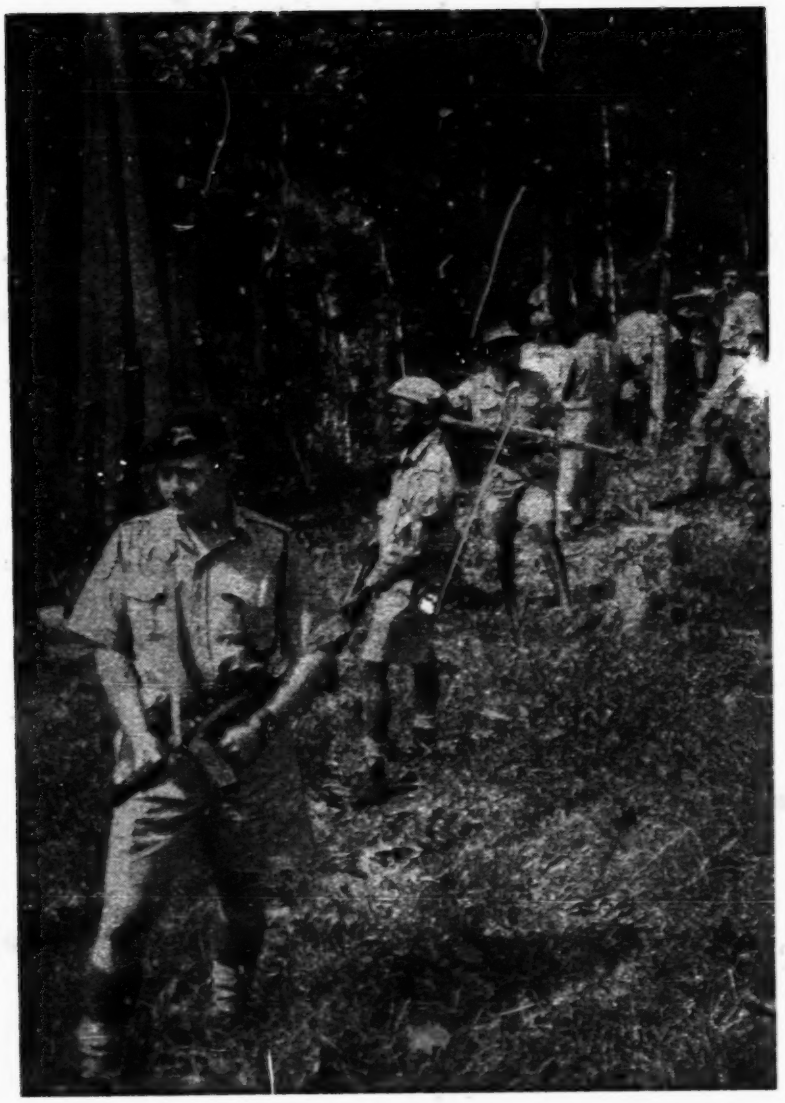
You have learned to count up to ten in Swahili. You will have learned then that numbers are treated like an adjective, they follow the noun, and also agree with the noun. It so happens that some of the numbers are Bantu in origin and others are Arabic in origin. Those of the Bantu origin take prefixes to agree with the noun, but the others do not take any prefixes. Make a careful note of these.

a. The following take prefixes:-

-moja	(1)
-wili	(2)
-tatu	(3)
-nne	(4)
-tano	(5)
-nane	(8)

b. The following do not take prefixes:-

sita	(6)
saba	(7)
tisa	(9)
kumi	(10)



A unit of the Kenya
Regiment on patrol.

SWAHILI BASIC COURSE

LESSON 19

1. EXPRESSION STRUCTURE

a. Phonemes: Reinforcement of palatalization /vy/, /my/, /fy/, /py/.

b. Morphemes: Reinforcement of Ki-Vi class nouns and concords.

c. Syntax: Reinforcement of the position of adjectives and demonstratives following a noun.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Visitor for a meal in a home.

b. Cultural item: An African meal.

c. Lexical items:

kitanda	(bed)	kichwa	(head)
kitabu	(book)	kisu	(knife)
hadithi	(story)	kijiko	(spoon)
kiti	(chair)	meza	(table)
kiko	(smoking pipe)	kikombe	(cup)
vaa	(to wear, wearing apparell)	nyanya	(tomato)
		wali	(cooked rice)
kitambaa	(kerchief,cloth)	chombo	(utensil)
-pya	(new)	mke	(wife)
soma	(read)		

1st PERIOD PERCEPTION DRILL LESSON 19

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on consonant clusters with /y/ as a glide.

/vy/	/my/	/fy/	/py/
vyote	kimya	fyatua	mpya
vyumba	myembamba		
vyakula			

Vyakula vyote.
Vyumba vyote.
Chumba cha vyakula.
Vyakula vya Ali.
Vyumba vya Ali.

Kwenda kimya!
Kaa kimya sana!
Miti myembamba.
Mikono myembamba.

Alifyatua bunduki.
Fyatua upesi!

Kitu kipya.
Viatu vipya.
Mwalimu mpya.
Askari wapya.

2. Drill on Ki-Vi class words.

a. Kitabu kidogo. Vitabu vidogo.
Kitanda kipya. Vitanda vipya.
Kiti kikubwa. Viti vikubwa.
Kiko kirefu. Viko virefu.
Kisu kikali. Visu vikali.

b. Kitambaa kile. Vitambaa vile.
Kijiko kile. Vijiko vile.
Kikombe kile. Vikombe vile.
Chombo kile. Vyombo vile.
Chakula kile. Vyakula vile.

c.

Kitanda hiki.	Vitanda hivi.
Kitabu hiki.	Vitabu hivi.
Kichwa hiki.	Vichwa hivi.
Kisu hiki.	Visu hivi.
Kijiko hiki.	Vijiko hivi.

d.

Anapanga meza.
Juu ya meza.
Chini ya meza.
Mke anavaa viatu.
Mke anavaa kitambaa.

Tunakula nyama.
Nyama ni juu ya meza.
Nyanya ni tamu.
Anakula wali.
Wali ni katika chombo.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Hapa tunaona watu wanne.
   Hawa ni Hamisi, Alima, Isa na mgeni.

2. Hamisi anaketi juu ya kitanda kifupi?
   Ndio, anasoma kitabu kidogo cha hadithi.

3. Mgeni anaketi katika kiti kikubwa.
   Ndio, na anapenda kuvuta kiko kirefu.

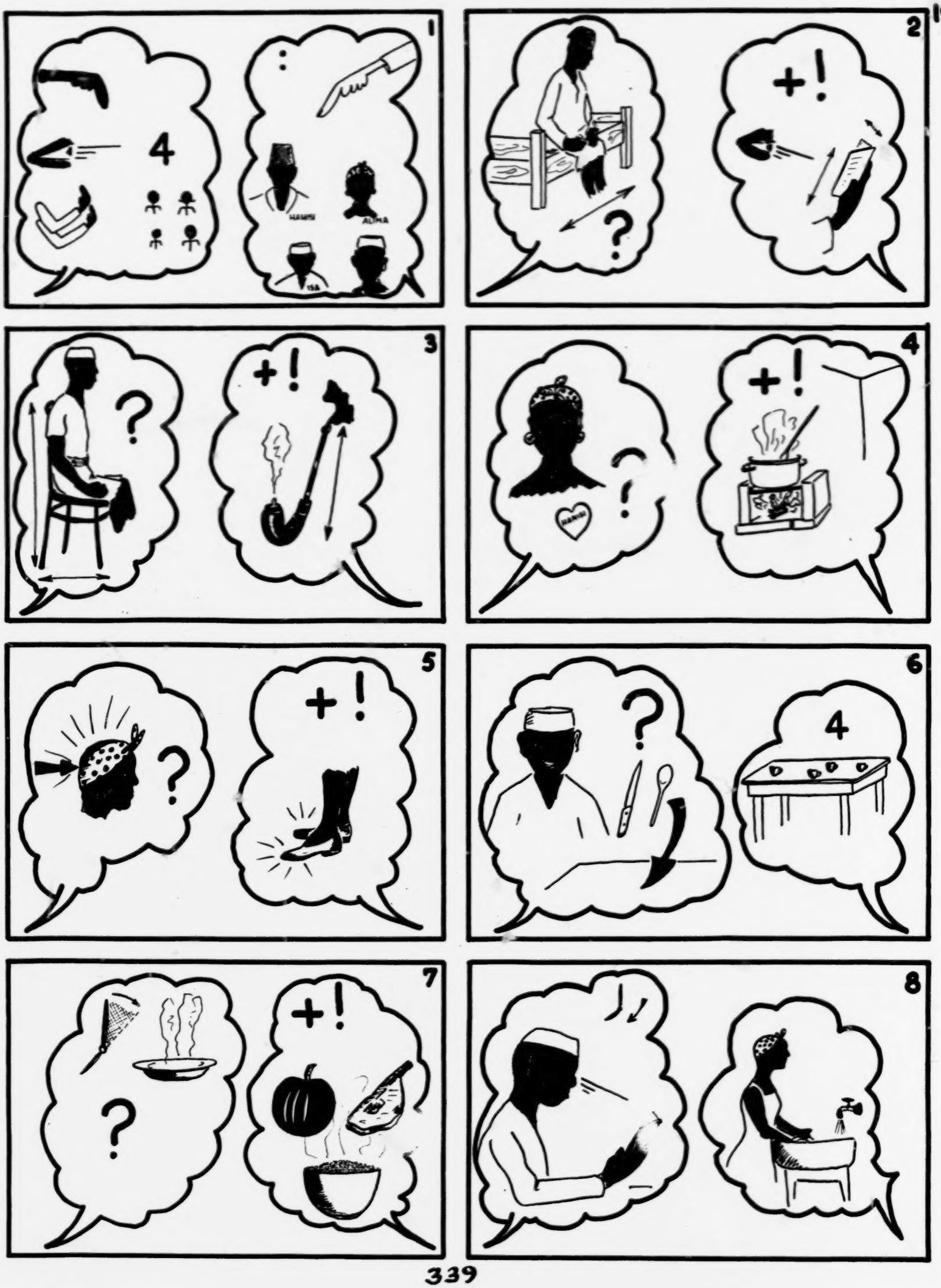
4. Alima ni mke wa Hamisi?
   Ndio, na anapika chakula kizuri jikoni.

5. Anava kitambaa kipya kichwani?
   Ndio, na anavaa viatu vipya vilevile.

6. Isa atasaidia kuweka vijiko mezani?
   Ndio, sasa tunaona vikombe vinne tu.

7. Wote wanangoja kula chakula cha jioni?
   Ndio, chakula ni nyanya na nyama na wali.

8. Halafu Isa atatayarisha masomo kwa skuli.
   Na Alima atasafisha vyombo vyote.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+!
8

1. Here we see four people.
   These are: Hamisi, Alima, Isa and a visitor.

2. Is Hamisi sitting on the short bed?
   Yes, he is reading a small story book.

3. The visitor is sitting in the big chair.
   Yes, he likes to smoke a long pipe.

4. Is Alima Hamisi's wife?
   Yes, and she's preparing good food in the kitchen.

5. Is she wearing a new kerchief on her head?
   Yes, she is also wearing new shoes.

6. Will Isa help place spoons on the table?
   Yes, now there are only 4 cups.

7. Are all waiting to have supper?
   Yes, it will be tomatoes and meat and rice.

8. Afterwards Isa will get his school lessons ready.
   And Alima will wash the dishes.

Step 1.

1. Drills on consonant clusters with /y/ as a glide.

a. Repetition Drill

Ana mikuki myembamba.

vikapu, vitanda, vitambaa.

Walinunua vitambaa vipya.

mikeka, vikapu, viatu.

Juma alifyatua bunduki.

wewe, mimi, walinzi.

Substitution Drill

vitanda: Ana ----- vyembamba.

vikapu, vitambaa, mikuki.

mikeka: Walinunua ----- mipya.

vikapu, viatu, vitambaa.

wewe: ----- ulifyatua bunduki.

Juma, mimi, walinzi.

2. Drill on Ki-Vi class.

a. Repetition Drill

Kitanda kirefu kinapendeza.

kiatu, kiko, chombo, kiti.

Vijiko vyetu ni vyembamba.

vikombe, vitambaa, vyombo.

Hivi ni vijiko vizuri.

vikapu, viko, vitanda.

Substitution Drill

kiko: ----- kirefu kinapendeza.

kiatu, chombo, kiti, kitanda.

vitambaa: ----- vyetu ni vyembamba.

vyombo, vikombe, vijiko.

viko: Hivi ni ----- vizuri.

vijiko, vitanda, vikapu.

b. Repetition Drill

Kitabu hiki ni changu.

vitabu, vitanda, vijiko.

Viti vyetu ni vipya.

-ako, -ake, -enu, -ao, -angu.

Vitanda vile vyote vitatosha.

visu, vitabu, vitambaa.

Substitution Drill

vijiko: ----- hivi ni vyangu.

vitanda, vitabu, kitabu.

-ako: Viti ----- ni vipya.

-ake, -etu, -enu, -ao, -angu.

vitambaa: ----- vile vyote vitatosha.

visu, vitanda, vitabu.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 19

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Kitabu hiki ni kikubwa?
2nd: La, kitabu hiki si kikubwa.

visu, kiko, vichwa.

b. 1st: Alinunua kikapu kidogo?
2nd: La, alinunua kikapu kikubwa.

kikombe, chombo, kitabu.

c. 1st: Vitu vya Ali ni vizuri?
2nd: Ndio, ni vizuri sana.

kiko, kitambaa, kitabu.

d. 1st: Unataka kikapu kipi?
2nd: Ninataka kile kirefu.

vikombe, viatu, chombo.

e. 1st: Vikapu vipi vinapendeza?
2nd: Hivi vidogo vinapendeza.

viatu, kijiko, kitanda.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Anatafuta vikapu viwili?
La, anatafuta vinane.

vijiko, viatu, vikombe.

b. Wanahitaji kiti kingine?
Wanahitaji kingine kidogo.

vikombe, vitambaa, kiko.

c. Unataka kikapu hiki au kile?
Ninataka kile kizuri.

kiti, kisu, kibuyu.

d. Alipeleka kikapu gani?
Alipeleka kikapu kizee.

mikuki, mikeka, vikombe.

e. Kitabu hiki ni kipya?
La, ni kitabu kizee.

kitambaa, kitanda, kibuyu.

f. Unatumia vibuyu vyako?
La, ninatumia vyao.

mishale, vikombe, vikapu.

g. Mlinunua vikombe viwili?
La, tulinunua vitatu.

visu, viko, mishale.

h. Vitu vile vyote ni vipya?
Ndio, vyote ni vipya.

vibuyu, vitabu, vikombe.

i. Viti vya Ali vinafaa?
Ndio, vinafaa sana.

vitabu, mishale, mikuki.

j. Chumba chako ni kizuri?
Ndio, ni kizuri.

vitanda, vibuyu, kitambaa.

k. Viberiti vizee ni vibaya.

vitanda, mkuki, mkeka.

l. Viatu vyote ni virefu.

-ingine, -ako, -enu.

m. Vibuyu vile vikubwa vinapendeza.

-dogo, -fupi, -refu, embamba.

n. Peleka vikombe mezani.

vibuyu, vijiko, visu.

o. Kiko kidogo ni kizuri.

-kubwa, -refu, fupi.

p. Wanavaa vitambaa vipya.

-zee, -zuri, -embamba.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Mgeni anaketi katika nyumba ya Hamisi. Isa ni mtoto wa Hamisi. Mke wake ni Alima. Mgeni anaketi katika kiti kikubwa. Anavuta sigara au kiko. Hamisi anasoma kitabu cha Kiswahili.

Alima anapika chakula kizuri jikoni. Yeye ni mama hodari sana. Anapenda kutengeneza chakula kizuri. Leo atapika nyama ya mbuzi pamoja na nyanya. Atatengeneza wali vilevile. Alima anavaa nguo nzuri sana. Mtoto wake Isa anasaidia mama. Anaweka vyombo mezani, kama: vikombe vinne, vijiko na visu.

Baada ya chakula cha jioni baba atasema na mgeni. Mama atasafisha vyombo. Isa atatayarisha masomo kwa skuli.

Step 2. Questions based on the above narration:

Nyumba ni ya nani?
Nani anaketi katika kiti kikubwa?
Jina la baba ni nani?
Jina la mke wake ni nani?
Isa ni mtoto wa nani?

Mgeni anapenda kufanya nini?
Nani anasoma kitabu?
Alima anafanya nini jikoni?
Nani ni hodari?
Watakula nyama gani leo?

Pamoja na nyama watakula nini tena?
Nani anavaa nguo nzuri sana?
Nani anasaidia mama?
Anaweka nini mezani?
Baada ya chakula Isa atafanya nini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

You have learned about those special clusters where a consonant is followed by /y/. This /y/ acts as a glide into the vowel which follows. So far you have learned /vy/ as in vyote, vyumba,
/my/ as in kimya,
/fy/ as in fyatua,

and now we'll add another one to the list, namely /py/ which occurs in the word '-pya' (new). Kitu kipya (a new thing). A near English equivalent would be the /py/ sound as in '<u>pew</u>', '<u>puny</u>'.

II. Language Structure

Read again the Generalization on nouns of the Ki-Vi class as given in Lesson 17. The pronouns referring to nouns in this class are: '<u>ki</u>' (it) and '<u>vi</u>' (they).

Kiti kinasimama. (The chair is standing)
Viti vinasimama. (The chairs are standing)

Note also that these prefixes change before a vowel stem: ki > ch, vi > vy. This was explained also under 'Sound Features' in Lesson 17. In this lesson you have had more practice with nouns of this class.

III. Cultural Note

If meat is used in an African kitchen (for not many can afford to have meat often) then it is usually prepared as a stew, boiled with tomatoes, and sometimes onions. Meat is not fried. On special occasions when more people have been invited, then a leg of beef or a whole goat is roasted over an open fire, and then people help themselves by cutting off chunks of meat. The fingers are freely used and forks are not used. These are a Western importation.

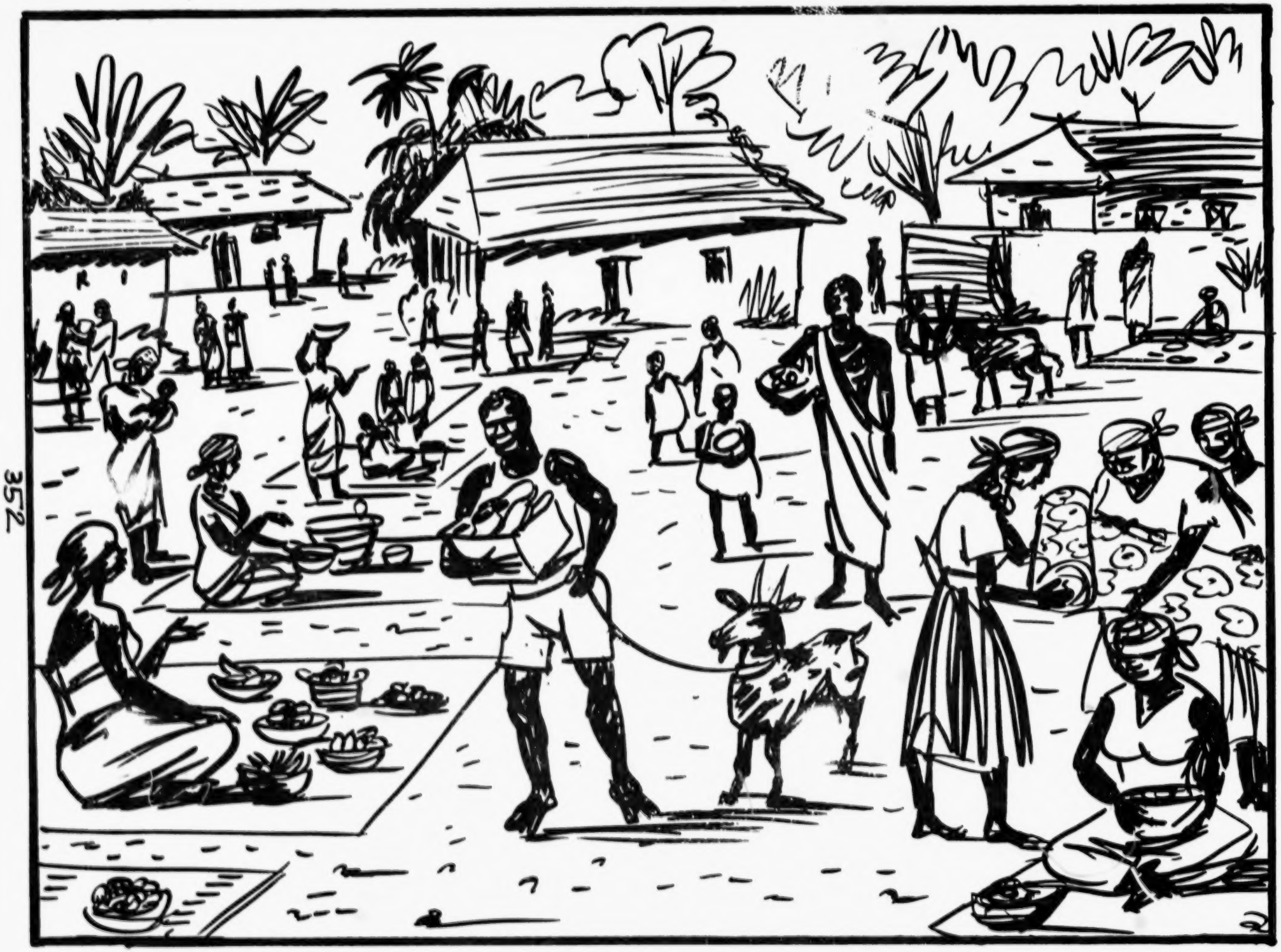
Cooked rice, potatoes, or corn meal mush are commonly used at most meals.

A market scene in

Kikuyu country.

SWAHILI BASIC COURSE

LESSON 20



1. EXPRESSION STRUCTURE

a. Phonemes: Stress in a compound word. "mwana-mume" and "mwana-mke".

b. Morphemes: (i) Prefixes with compound words.
(ii) Verb stems reflected in a noun.

c. Syntax: No new feature. Continued reinforcements of position of qualifying words following a noun.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Scene in a native market.

b. Cultural item: Social function of a market day.

c. Lexical items:

sawa	(like, same)	panga	(arrange, set out)
siku	(day)	upande	(side)
soko	(market)	uza	(sell)
songana	(crowded)	pima	(weigh, measure)
mwanamke	(woman)	kifungu	(small pile, bundle)
mwanamume	(man)	bei	(price)
maharagwe	(beans)	rahisi	(cheap, easy)
mnunuzi	(buyer)	ghali	(expensive, dear)
mwuzaji	(seller)	shuka	(come down)
tumia	(use)		

1st PERIOD PERCEPTION DRILL LESSON 20

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on "mwanamke" and "mwanamume".

Mwanamke anakuja.	Wanawake wanakuja.
Mwanamke mmoja.	Wanawake wengi.
Mwanamke huyu.	Wanawake hawa.
Mwanamke mwema.	Wanawake wema.
Mwanamume yule.	Wanaume wale.
Mwanamume mrefu.	Wanaume warefu.
Mwanamume mmoja.	Wanaume wengi.
Mwanamume anarudi.	Wanaume wanarudi.

2. Drills using new expressions.

a.

Mtu huyu anauza.	Watu hawa wanauza.
Yeye ni mwuzaji.	Wao ni wauzaji.
Mtu yule ananunua.	Watu wale wananunua.
Yeye ni mnunuzi.	Wao ni wanunuzi.
Mtu huyu anafundisha.	Watu hawa wanafundisha.
Yeye ni mwalimu.	Wao ni walimu.
Mtu yule anapigana.	Watu wale wanapigana.
Yeye ni askari.	Wao ni askari.
Mtu huyu anajifunza.	Watu hawa wanajifunza.
Yeye ni mwanafunzi.	Wao ni wanafunzi.
Mtu yule analinda.	Watu wale wanalinda.
Yeye ni mlinzi.	Wao ni walinzi.

Mtu huyu anaiba.	Watu hawa wanaiba.
Yeye ni mwivi.	Wao ni wevi.
Mtu yule anapeleleza.	Watu wale wanapeleleza.
Yeye ni mpelelezi.	Wao ni wapelelezi.

b.

Aliuza kwa bei rahisi.	Bei rahisi.
Aliuza kwa bei ghali.	Bei ghali.
Aliuza rahisi.	Mwuzaji aliuza.
Aliuza ghali.	Wauzaji waliuza.

Alinunua rahisi.	Mnunuzi alinunua.
Alinunua ghali.	Wanunuzi walinunua.
Alinunua kwa bei rahisi.	Aliuza sokoni.
Alinunua kwa bei ghali.	Alinunua sokoni.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Sasa tunaingia sokoni?

   Ndio, na unaweza kuona kiwanja kikubwa.

2. Unajua leo ni siku ya soko?

   Ndio, ninaona wanawake wanapanga vitu.

3. Unaweza kuona vitu kila upande?

   Kweli! Watu wanasongana sana.

4. Wanaume wanauza mbuzi, nguo na viatu.

   Lakini wanawake wanauza vyakula.

5. Wanatumia vikombe kupima maharagwe?

   Ndio, na wanapanga viazi katika vifungu.

6. Kila kifungu kina bei rahisi?

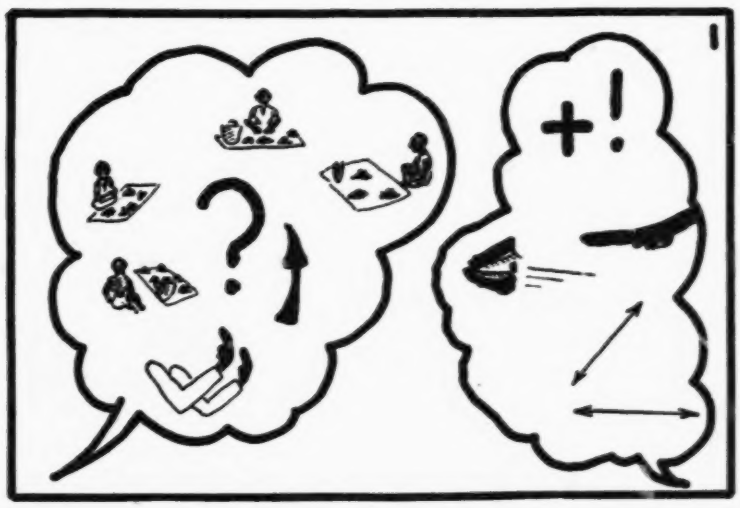
   Ndio, wanunuzi wanajaribu kununua rahisi.

7. Je, wauzaji wanajaribu kuuza ghali?

   Ndio, lakini wanaangalia bei ya wengine.

8. Baadaye bei itashuka?

   Ndio, wauzaji wengi watafanya haraka kuuza.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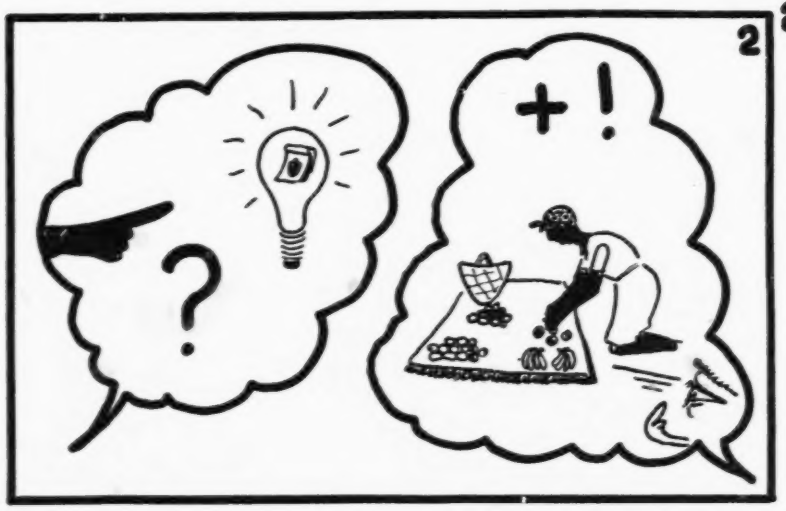
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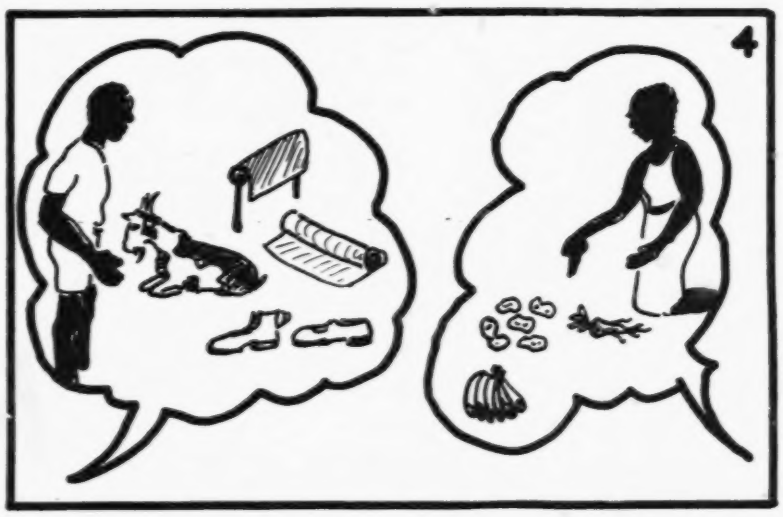
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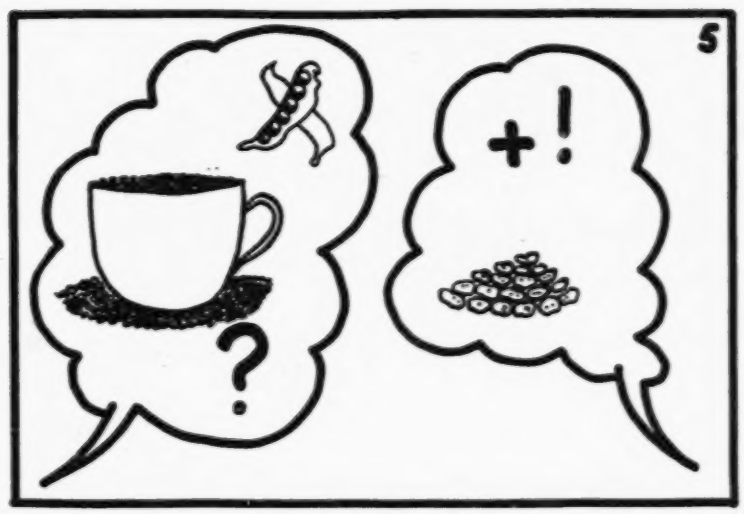
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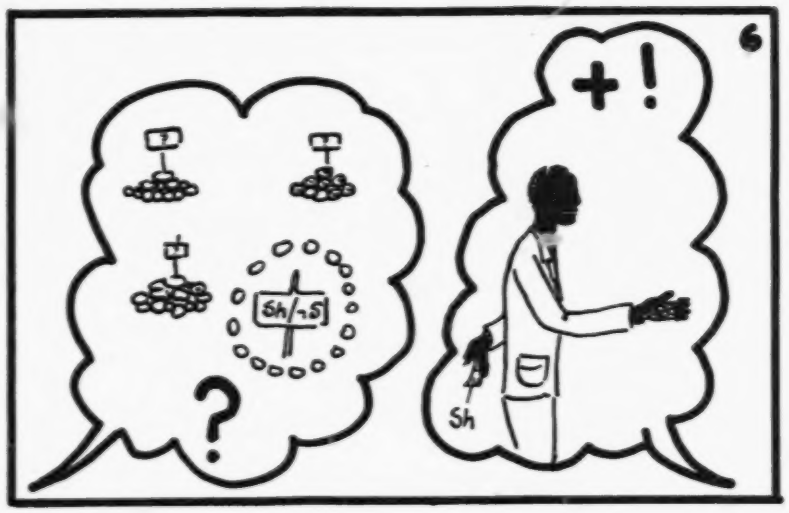
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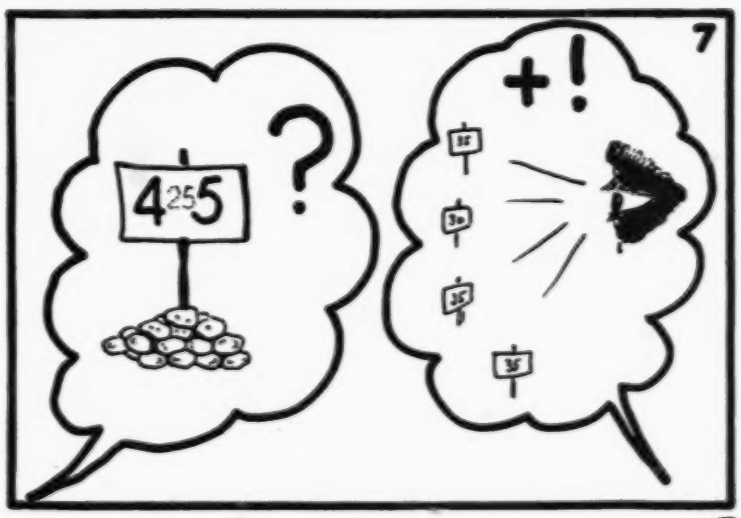
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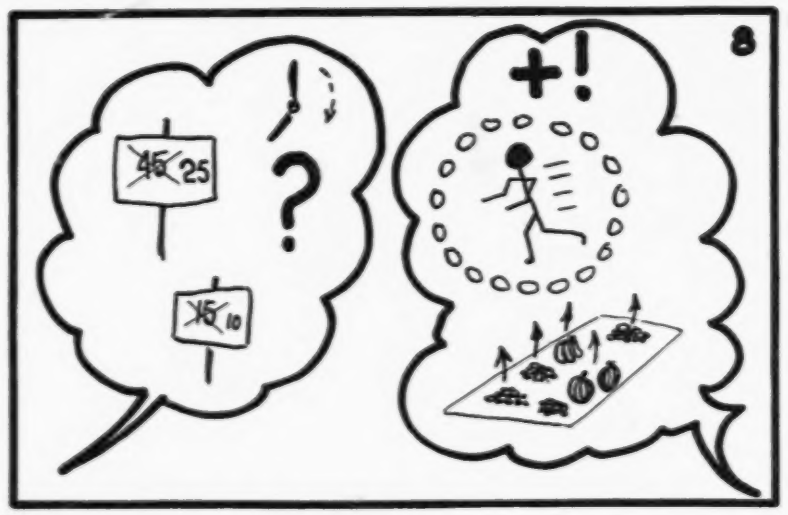
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1. Are we entering the market now?

   Yes, and you can see the large grounds.

2. Do you know that today is market day?

   Yes, I see the women arranging things.

3. Can you see things (for sale) on all sides?

   Sure, people are crowding in now.

4. The men are selling goats, material (clothes) and shoes.

   But the women sell foods.

5. Do they use cups to measure the beans?

   Yes, and they arrange the potatoes in heaps.

6. Is each heap priced cheaply?

   Yes, the buyers try to buy cheaply.

7. Say, do the sellers try to sell at a higher price?

   Yes, but they also watch the price of others.

8. Afterwards will the price go down?

   Yes, many sellers will be in a hurry to sell.

Step 1.

1. Drills on the Ki-Vi class.

a. Repetition Drill

Ninatazama vifungu vya viazi.

nunua, tafuta, panga.

Wanauza vyakula vyao.

vyombo, viazi, vitu.

Wanaume wanauza viatu.

wanawake, Ali, sisi.

Substitution Drill

ninatafuta: ----- vifungu vya viazi.

nunua, panga, tazama.

vyombo: Wanauza ----- vyao.

viazi, vitu, vyakula.

wanawake: ----- wanauza viazi.

wanaume, Ali, sisi.

b. Repetition Drill

Wanunuzi wananunua vitu.

wanawake, ninyi, Wamasai.

Wauzaji wanauza vyombo.

Waswahili, wageni, watoto.

Vifungu vile ni rahisi.

-kubwa, -dogo, -ingi.

Substitution Drill

ninyi: ----- mnanunua vitu.

Wamasai, wanawake, wanunuzi.

watoto: ----- wanauza vyombo.

wauzaji, wageni, Waswahili.

-kubwa: Vifungu vile ni -----.

rahisi, -dogo, -ingi.

c. Repetition Drill

Vikapu vyake ni ghali.

rahisi, -baya, -embamba.

Hivi ni viazi vikubwa.

viti, viko, vitabu.

Atanunua vitambaa vizuri.

-pya, -zee, -refu.

Substitution Drill

-baya: Vikapu vyake ni -----.

-embamba, rahisi, ghali.

viko: Hivi ni ----- vikubwa.

viti, vitabu, viazi.

-pya: Atanunua vitambaa -----.

-zee, -refu, -zuri.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 20

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Hiki ni kifungu kikubwa?
2nd: Ndio, ni kifungu kikubwa.

viazi, vifungu, kitanda.

b. 1st: Vitambaa vile ni vyako?
2nd: La, ni vya mama.

kitambaa, viatu, viti.

c. 1st: Chumba chako ni kizuri?
2nd: La, si kizuri.

vyumba, kiazi, viko.

d. 1st: Viatu hivi ni ghali?
2nd: La, ni viatu rahisi.

vikombe, visu, vijiko.

e. 1st: Ulileta viti virefu?
2nd: La, nilileta vifupi.

vitanda, vitambaa, viko.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wanawake wana viazi vingi?
La, wana viazi vichache.

vyombo, vyakula, vijiko.

b. Hivi ni vifungu vingapi?
Ni vifungu vingi sana.

viberiti, watoto, mikuki.

c. Watanunua vifungu vyote?
Watanunua vifungu vikubwa tu.

vibuyu, vikapu, mikeka.

d. Utanunua viatu vidogo?
La, nitanunua vikubwa.

vitambaa, mishale, vikombe.

e. Mliuza vyakula vingi?
Ndio, tuliuza vyakula vingi.

-chache, -zuri, -ote.

f. Nani anauza viberiti?
Watoto wanauza viberiti.

sisi, Ali, mimi.

g. Mtauza mikeka yote?
Ndio, tutauza mikeka yote.

vifungu, viazi, mikate.

h. Wana vikapu sokoni?
Ndio, wana vikapu sokoni.

duka, nyumba, kambi.

i. Vikombe ni rahisi hapa?
La, ni ghali sana.

vitu, vyakula, mikeka.

j. Vifungu vidogo vinafaa?
Ndio, vinafaa sana.

viatu, viko, mishale.

k. Tutauza kwa bei rahisi.

ghali, sawasawa, kubwa.

l. Mnunuzi atanunua vijiko.

wanunuzi, sisi, wewe.

m. Waliuza vyakula sokoni.

nunua, ona, peleka.

n. Wapelelezi walipeleieza kambi.

mji, soko, kiwanja.

o. Wanapima kwa vikombe.

vijiko, vikapu, mifuko.

p. Wauzaji watauza ghali.

vizuri, rahisi, vibaba.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Baba, mama, ndugu, dada, jirani, rafiki - wote wanakwenda sokoni leo. Ni siku ya soko. Watu wengi wanapenda kwenda kutazama sokoni. Wanapenda kusema na watu.

Baba ataleta mbuzi mmoja na viatu. Atajaribu kuuza ghali, lakini wanunuzi wanataka kununua rahisi. Mama atajaribu kuuza maharagwe na vyakula mbalimbali. Wanaume na wanawake wengi watasongana. Watasema kwa sauti kubwa.

Kila mtu anataka kununua au kuuza vitu vyake.

Wanawake wanapanga viazi katika vifungu vidogo.

Wanapima maharagwe kwa kikombe kutoka vikapu.

Wengine wanauza shuka na vitambaa vizuri.

Step 2. Questions based on the above narration:

Baba, mama na jirani wanakwenda wapi?
Ni siku gani?
Watu wanapenda kwenda sokoni?
Kwa nini wanapenda sokoni?
Ndugu na dada walikwenda vilevile?

Baba atauza nini?
Atajaribu kuuza kwa bei rahisi?
Wanunuzi watajaribu kununua kwa bei gani?
Mama anauza nini?
Watafika watu wengi?

Wanaume na wanawake wanasema kwa sauti gani?
Wengi wanasongana, au sivyo?
Wanawake wanapima maharagwe kwa njia gani?
Wataweza kununua shuka vilevile?
Mama atapanga viazi kwa njia gani?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

There are two compound words used in this lesson: mwanamume (man) and mwanamke (woman). Since these two words are made up of two words, the first one loses the regular stress and the second word carries the stress on the next to the last syllable as usual:-

s.	mwána múme	>	mwanamúme	(man)
pl.	wána waúme	>	wanaúme	(men)
s.	mwána ḿke	>	mwanaḿke	(woman)
pl.	wána wáke	>	wanawáke	(women)

Note that the stress in 'mwanaḿke' often slips back to 'mwanámke'. Both pronunciations will be heard in the spoken language.

II. Language Structure

In the compound words 'mwanamume' and 'mwanamke' take note of the change of prefixes, not only at the beginning of the word, but also in the middle when forming the plural:

s.		pl.
mwanamke	> mwanaḿke	> wanawake
mwanamume	> mwanaḿume	> wanaume

The singular prefix 'm' is removed in both places and 'wa' substituted for the plural, except in 'wanaume' where it appears only in the beginning.

III. Cultural Note

The African Market is a most interesting place. In the cities it is usually in a large building, controlled and made to fit a new pattern. But in the rural communities, market day, which may be held

2 - 3 times a week, has an added social function. The market place is out in the open, there is a large crowd of gaily clad people milling around. Much visiting takes place with the banter and barter. Men and women sell their respective goods which are usually spread out on the ground; each seller having his or her alotted space. Items for sale will include: goats, chickens, eggs, bananas, pawpaws, dry beans, corn, potatoes, and other food stuffs. There would also be sections where bright materials, beads, combs, etc. are sold.

SWAHILI BASIC COURSE

LESSON 21

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LESSON 21

1. EXPRESSION STRUCTURE

a. Phonemes: Phonetic changes occurring in the assimilation of English words into Swahili.

b. Morphemes: The demonstrative of reference.

c. Syntax: The demonstrative as a subject, has the same position in an utterance as is the case in English.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Visit to a dispensary.

b. Cultural item: The small dispensaries in Africa.

c. Lexical items:

daktari	(doctor)	dawa	(medicine)
dispensari	(dispensary)	joto	(heat, warmth)
ugonjwa	(sickness)	mwili	(body)
mgonjwa	(sick person)	kwinini	(quinine)
homa	(fever)	maalum	(certain, special, particular)
malaria	(malaria)		
umia	(hurt)	kidole	(finger)
tumbo	(stomach)	pata	(get, receive)
kidonda	(sore, wound)		

1st PERIOD PERCEPTION DRILL LESSON 21

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on assimilated words from the English.

doctor: Huyu ni daktari. Daktari anatoa dawa.
dispensary: Daktari ana dispensari. Dawa ya dispensari.
thermometer: Daktari anatumia themometa. Themometa ni chombo.
Sergeant: Sajini ni askari. Sajini Meja.
Corporal: Koplo ni askari pia. Koplo anasaidia Sajini.
Captain: Kapteni anatoa amri. Kapteni ni mtu hodari.
report: Ripoti ya Koplo. Anapiga ripoti.
bayonet: Askari anatumia beneti. Bunduki na beneti.
school: Skuli ya watoto. Mwalimu katika skuli.
radio: Tunasikia redio. Habari ya redio.
shilling: Alilipa shilingi hamsini. Ana shilingi.
check(cheque): Ninalipa kwa cheki. Cheki ya shilingi 40.
cigarette: (cigar) Mzee anavuta sigara. Ananunua sigara.

2. Drills with demonstratives of reference.

Mtu huyu nani? Huyo ni daktari.
Watu hawa nani? Hao ni askari.
Huyu anafanya nini? Huyo anasimama.
Hawa wanakwenda wapi? Hao wanasafiri Kenya.

Mguu huu unaumia? Huo unaumia sana.
Miti hii ni ya nani? Hiyo ni ya jirani.
Mji huu unapendeza? Ndio, huo unapendeza.
Milima ile ni mirefu? Hiyo ni mirefu sana.

Chakula hiki ni kizuri? Ndio, hicho ni kizuri.
Visu hivi ni vikali? Hivyo ni vikali sana.
Chombo hiki cha nini? Hicho ni cha kupima.
Vitabu hivi ni vidogo? La, hivyo ni vikubwa.

3. Drills using new expressions.

Huyu ni mgonjwa.	Hawa ni wagonjwa.
Mtu mgonjwa.	Watu wagonjwa.
Huyu ana ugonjwa.	Ni ugonjwa gani?
Ni ugonjwa wa malaria.	Atapata kwinini.
Kwinini ni dawa.	Ni dawa ya homa.
Homa ya malaria.	Dawa ya dispensari.
Dada anaumia tumbo.	Anataka dawa ya tumbo.
Dawa ya kusafisha tumbo.	Baba anaumia kichwa.
Mtoto anaumia mguu.	Ana vidonda vingi.
Kidonda kimoja kikubwa.	Atapata dawa maalum.
Daktari anapima joto.	Ana themometa.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Jambo daktari! Ninafika kutazama dispensari.
   Karibu, tuna wagonjwa wengi leo.

2. Yule mzee ana ugonjwa gani?
   Huyo ana homa ya malaria.

3. Atapata dawa gani?
   Atapata kwinini, dawa ya malaria.

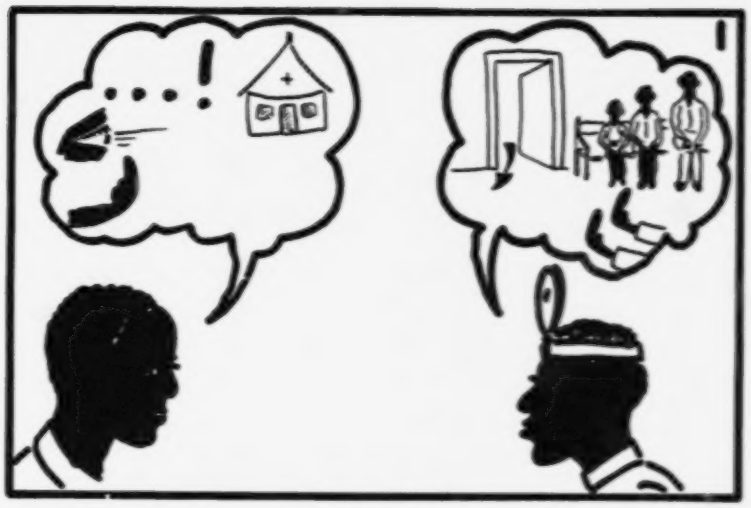
4. Mama wale wanaumia wapi?
   Hao wanaumia tumbo.

5. Watatumia dawa ya tumbo?
   Watakunywa dawa ya kusafisha tumbo.

6. Watoto hawa wanaumia miguu?
   Ndio, miguu hiyo ina vidonda.

7. Mguu wa mtoto yule una kidonda kikubwa?
   Ndivyo, huo utahitaji dawa maalum.

8. Kitu hiki ni nini?
   Hicho ni cha kupima joto katika mwili.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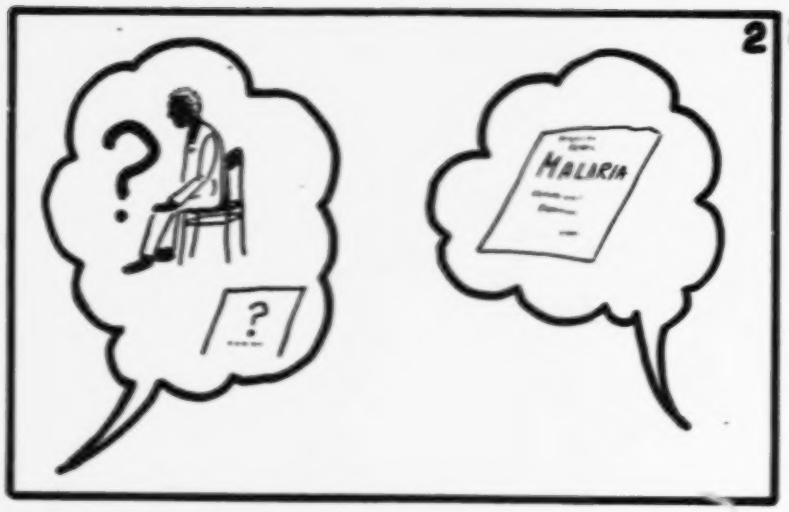
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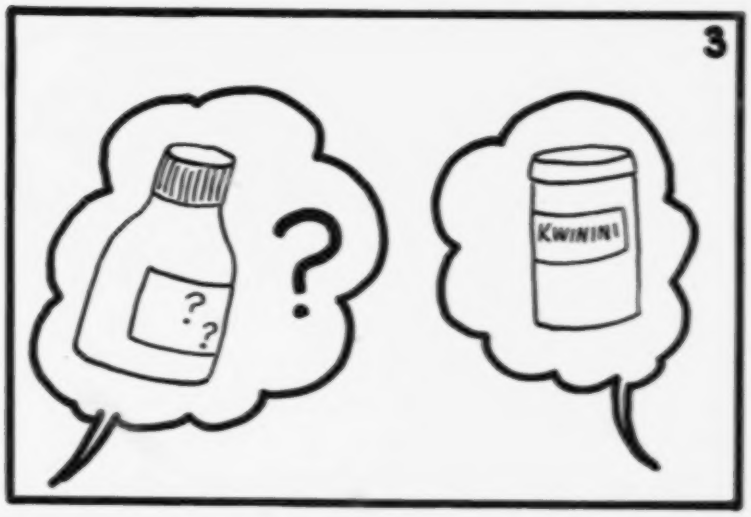
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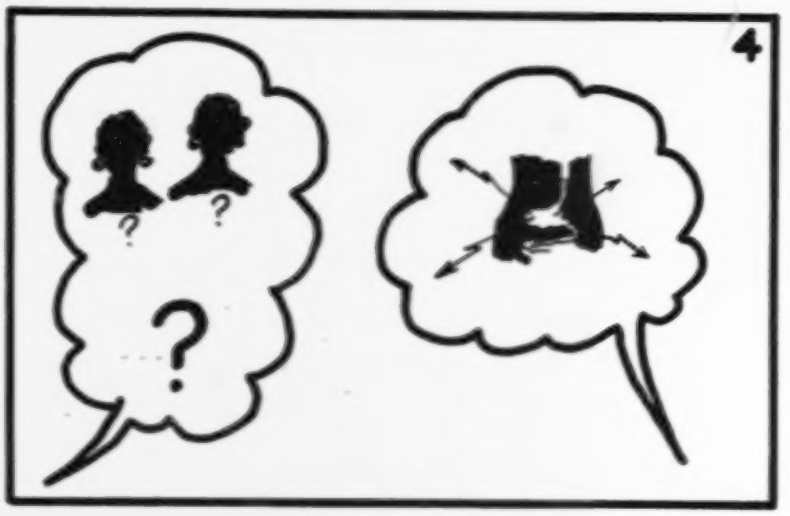
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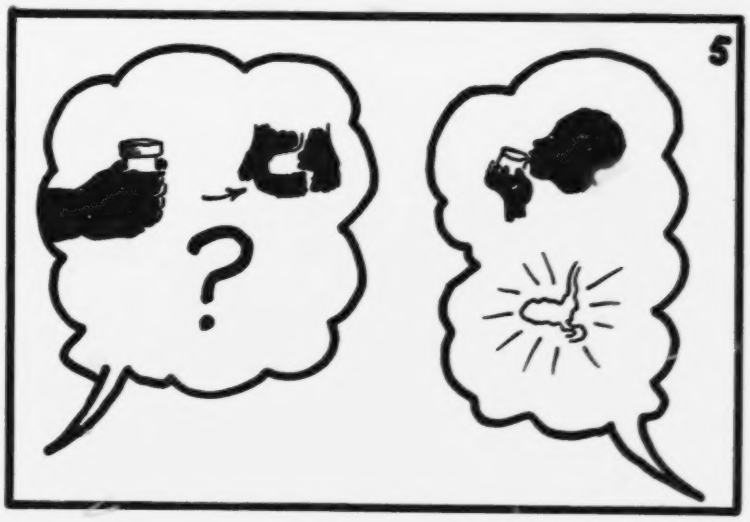
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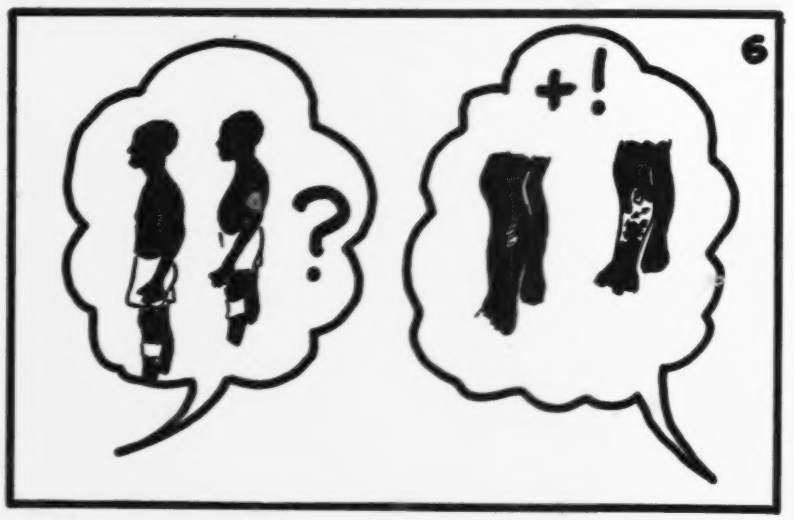
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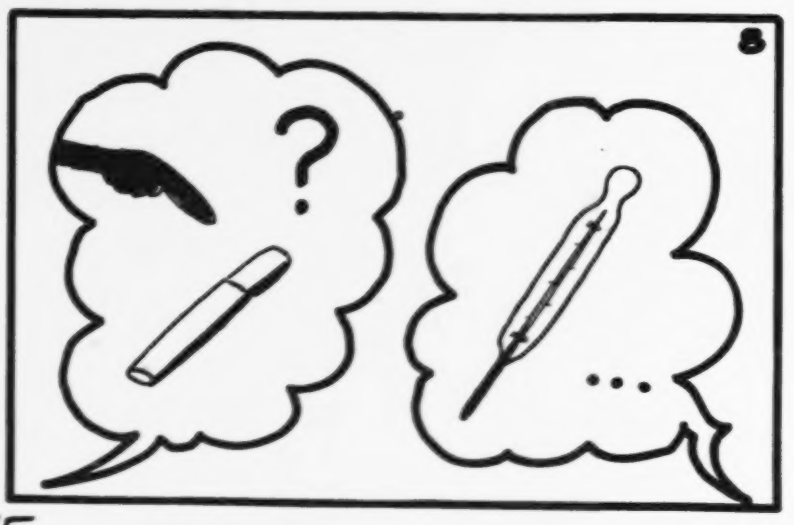
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1. Hello doctor! I'm coming to have a look at the dispensary.

   Come in, we have many patients today.

2. What kind of sickness does that old man have?

   He has malaria fever.

3. What medicine will he get?

   He'll get quinine, a medicine against malaria.

4. Those mothers, what ails them?

   They have stomach aches.

5. Will they get medicine for the stomach?

   They'll drink medicine to clean the stomach.

6. Do these children have sore legs?

   Yes, those legs have big sores on them.

7. Is there a large sore on that child's leg?

   Yes, that will require special medicine.

8. What is this thing?

   That's for measuring the temperature (heat) of the body.

3rd PERIOD PATTERN DRILL I LESSON 21

Step 1.

1. Drills on assimilated words from the English.

a. Repetition Drill

Daktari anaingia dispensari.

Sajini, Kapteni, Koplo.

Walisikia ripoti kwa redio.

peleka, pata, leta.

Alinunua beneti shilingi kumi.

kwinini, themometa, sigara.

Substitution Drill

Sajini: ----- anaingia dispensari.

Kapteni, Koplo, daktari.

walipeleka: ----- ripoti kwa redio.

pata, sikia, leta.

kwinini: Alinunua ----- shilingi kumi.

themometa, beneti, sigara.

2. Drills on demonstratives of reference.

a. Repetition Drill

Huyo ni daktari.

mwalimu, simba, mwanafunzi.

Hao wana homa.

ugonjwa, dawa, malaria, vidonda.

Huyo anaumia tumbo.

kidole, mwili, kidonda.

Substitution Drill

simba: Huyo ni -----.

daktari, mwalimu, mwanafunzi.

ugonjwa: Hao wana -----.

dawa, malaria, homa, vidonda.

tumbo: Huyo anaumia -----.

kidole, mwili, kidonda.

2. Repetition Drill

Hicho ni kitabu changu.

viti, kiko, vibuyu.

Hivyo ni vizee.

kizee, virefu, kifupi.

Huo si mkali.

mikali, mizuri, mwembamba.

Substitution Drill

kiko: Hicho ni ----- changu.

viti, kitabu, vibuyu.

kizee: Hicho ni -----.

virefu, kifupi, vizee.

mizuri: Hiyo si -----.

mikali, mwembamba, mkali.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 21

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Mzee anaumia wapi?
2nd: Mzee anaumia tumbo.

wewe, ninyi, hao, huyo.

b. 1st: Huyo atapata dawa?
2nd: Ndio, atapata kwinini.

ninyi, hao, wewe, mimi.

c. 1st: Mguu unaumia sana?
2nd: Ndio, unaumia sana.

miguu, kichwa, kidole, tumbo.

d. 1st: Hawa wanaumia wapi?
2nd: Hawa wanaumia tumbo.

miguu, vidole, kichwa.

e. 1st: Mgonjwa atakwenda dispensari?
2nd: La, atakaa hapa.

daktari, wewe, huyo.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Hao wana homa ya malaria?
La, hao wanaumia tumbo.

ninyi, mtoto, wewe, mgonjwa.

b. Wewe unataka nini hapa?
Ninataka kuona dispensari.

huyo, wanawake, Yusufu.

c. Daktari alisema nini?
Alisema nitalala hospitali.

baba, wageni, ninyi.

d. Mguu uliumia sana?
La, uliumia kidogo tu.

mikono, vidole, kichwa.

e. Wewe ulipata dawa?
Ndio, nilipata kwinini.

ninyi, mgeni, huyo, watoto.

f. Unataka dawa gani?
Ninataka dawa hiyo.

kijiko, vibuyu, mkuki.

g. Mwalimu atafika lini?
Atafika kesho asubuhi.

ninyi, hao, wewe, mtoto.

h. Daktari anafanya nini?
Anaangalia wagonjwa.

Yusufu, wazee, huyo.

i. Mtanunua vibuyu hivi?
La, hivyo si vizuri.

mikeka, mkuki, chombo.

j. Mtu huyu ni mwalimu?
La, huyo ni daktari.

mgeni, mwanamke, wageni.

k. Wazee wanaumia sana.

sisi, huyo, mimi.

1. Mtapata dawa ya tumbo.

malaria, vidonda, homa.

m. Tuliingia katika dispensari.

rudi, kaa, ngoja.

n. Kesho nitakunywa dawa maalum.

jana, sasa, juzi.

o. Mzee ana homa kali.

wagonjwa, ninyi, sisi.

p. Huyo ana kidonda kikubwa.

hawa, wewe, mimi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Juma anakwenda kusalimia rafiki yake katika dispensari. Huyo ni daktari mdogo katika dispensari. Anatoa dawa kwa wagonjwa.

Juma anaona wagonjwa wengi na anapenda kujua habari ya wagonjwa. Baba mzee anaketi pale, anaumia kichwa na ana homa. Daktari anatumia chombo maalum (themometa) kupima joto katika mwili. Anapima kila kitu vizuri na anaona mzee ana homa ya malaria. Halafu mzee mgonjwa anapata dawa ya kwinini.

Wanawake wengine hata na watoto, wanaumia tumbo. Hao watapata dawa ya kusafisha tumbo. Halafu Juma aliona watoto wanaumia miguu kwa sababu ya vidonda. Atasafisha vidonda hivyo kwanza, halafu daktari atatia dawa, na atafunga vidonda kwa kitambaa chembamba. Daktari ana kazi kubwa kusaidia watu hawa.

Step 2. Questions based on the above narration:

Juma anakwenda wapi?
Nani anatoa dawa kwa wagonjwa?
Rafiki ya Juma ni nani?

Juma anaona watu wengi?
Hawa ni wagonjwa?

Baba mzee ana ugonjwa gani?
Ana umia sana?
Daktari anapima nini?
Atatoa dawa gani kwa malaria?
Wanawake wanaumia tumbo?

Watoto wanaumia tumbo vilevile?
Watoto wengine wanaumia miguu?
Vidonda ni katika mikono?
Daktari atafanya nini na vidonda?
Kazi ya daktari ni kusaidia nani?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

You will have recognized a few English words which have been taken into the Swahili language. In the process of assimilation some changes take place, such as:

a. Since words in Swahili end with a vowel, so either a vowel is added or a consonant dropped.

b. Unfamiliar consonant clusters may be split up and vowels slipped in.

c. The accent may shift to follow the Swahili fixed stress.

Here are some such words for your study:-

English		Swahili
doctor	>	daktári
dispensary	>	dispénsari
Sergeant	>	Sajíni
Corporal	>	Kóplo
Captain	>	Kapténi
motorcar	>	motokáa

II. Language Structure

a. You have learned the pointing out words (demonstratives) like:

huyu	(this)	hawa	(these)
yule	(that)	wale	(those)

By taking the form which begins with 'h' and changing the ending to 'o' we get a demonstrative of reference. This is used in referring back to something which has been mentioned or pointed out. Here is an example how this would be used. A teacher up in front

may point to a picture of a person and ask: Is this a child? 'Huyu ni mtoto?' The person further away would not reply and say: Yes, this is a child, but in English would change it and say 'That is a child'. In Swahili the demonstrative 'that' is really for objects further away, and according to good usage would therefore refer to the item already introduced in the conversation by the use of this demonstrative of reference. Thus:-

Huyu ni mtoto? Ndio, huyo ni mtoto.

b. In the three noun classes that we have learned so far these would be:

M-WA class
s. huyo (that aforementioned) person
pl. hao (those aforementioned) persons

M-MI class
s. huo (that aforementioned) tree
pl. hiyo (those aforementioned) trees

KI-VI class
s. hicho (that aforementioned) thing
pl. hivyo (those aforementioned)things

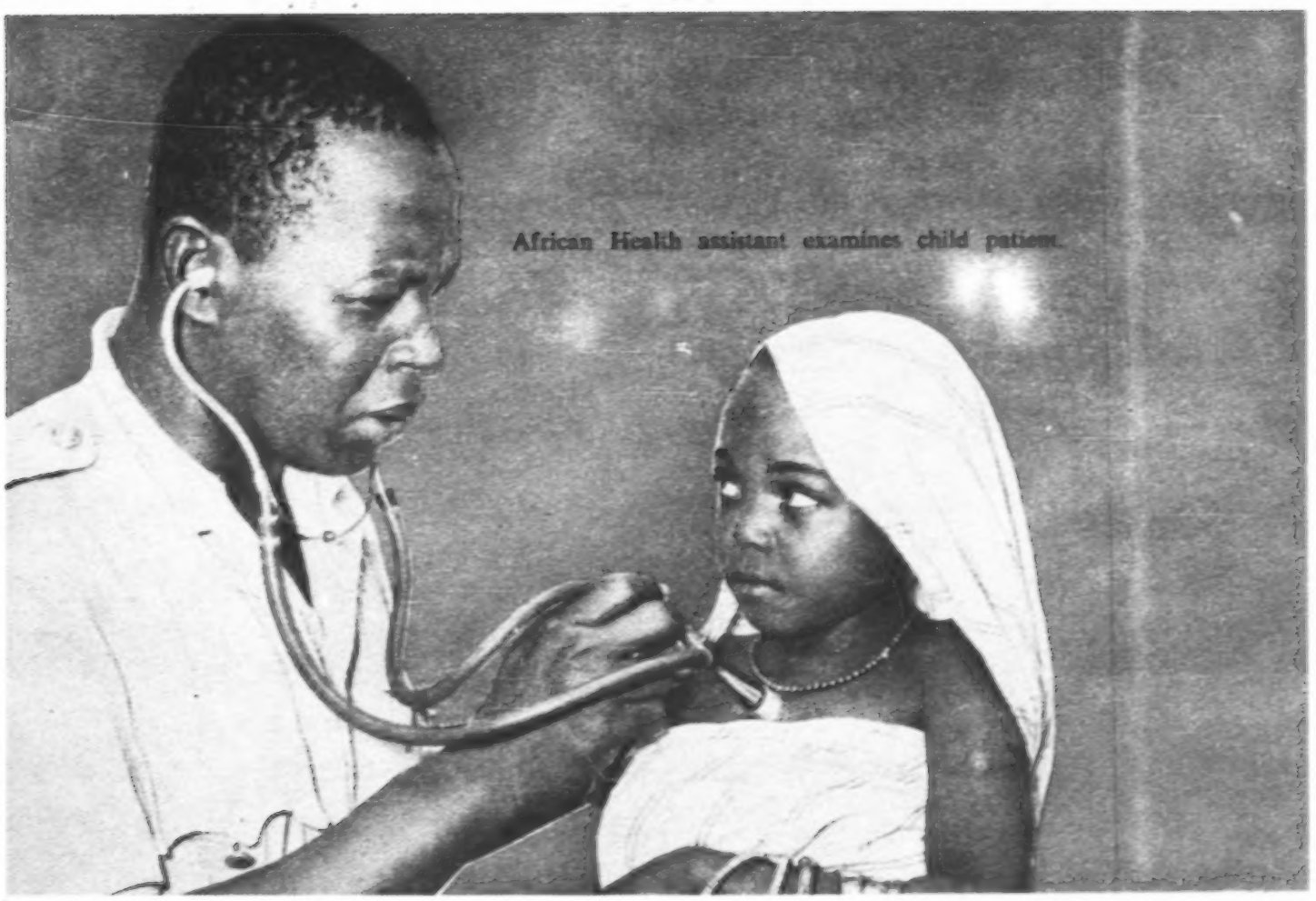
III. Cultural Note

Dotted throughout the country in East Africa are numerous small medical dispensaries where common ailments are treated and first aid administered. Serious cases are taken to a hospital if possible.

Looking over the patients one would find three prevalent ailments: (1) Malaria fever which is prevalent throughout most of Africa and against which quinine is still the common and somewhat safer medicine. (2) Intestinal parasites and stomach trouble. The appropriate worm medicine and purgative like Epsom Salts

would be helpful. (3) Open sores, especially on legs. Being open to infection, covered with flies, these may become difficult to control. Some tincture of iodine or a good disinfectant after washing out the sore with hot water and soap, and then a bandage if necessary, will be the usual treatment.

The Government maintains these dispensaries and treatment is either free or at a very nominal cost.



"I wonder what he is listening for?"

A scene from a dispensary.

SWAHILI BASIC COURSE

LESSON 22

LESSON ~~22~~

1. EXPRESSION STRUCTURE

a. Phonemes: Many words denoting colors begin with a vowel. The concordial prefixes of these are: /mw/, /we/, /my/, /ch/ and /vy/. These have been studied before and are herewith reinforced.

b. Morphemes: System of numbering using higher numbers.

c. Syntax: Numerals follow the nouns. Syntax within numbers, e.g. 11 = ten and one, 25 = twenty and five, etc.

2. EXPRESSION STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Small shopping in a 'duka'.

b. Cultural item: The small shopkeeper.

c. Lexical items:

arobaini	(40)	mpira	(rubber)
kifaa	(items)	shilingi	(shilling)
mbalimbali	(different)	ngozi	(leather)
buluu	(blue)	-ekundu	(red)
kimanjano	(yellow)	-eusi	(black)
-eupe	(white)	jumla	(total)
onyesha	(show)	lipa	(pay)
mshipi	(belt)	cheki	(check, check book)
hasa	(especially)		
namna	(kind, variety)	andika	(write)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on some colors.

a.	Mtu mweusi.	Watu weusi.
	Mtu mweupe.	Watu weupe.
	Swala mwekundu.	Swala wekundu.
b.	Mlango mweusi.	Milango myeusi.
	Mkate mweupe.	Mikate myeupe.
	Mshipi mwekundu.	Mishipi myekundu.
	Mkeka kimanjano.	Mikeka kimanjano.
	Mkeka buluu.	Mikeka buluu.
c.	Kikapu buluu.	Vikapu buluu.
	Kitambaa kimanjano.	Vitambaa kimanjano.
	Kiti cheupe.	Viti vyeupe.
	Kiatu cheusi.	Viatu vyeusi.
	Kibuyu cheusi.	Vibuyu vyeusi.

2. Drills on some numbers.

a. Shilingi hamsini.
Shilingi arobaini.
Watoto ishirini.
Mbuzi thelasini.
Vibuyu kumi.

b. Vitabu kumi na kimoja.
Viti kumi na viwili.
Miti kumi na mitatu.
Mishale kumi na minne.
Wageni kumi na watano.
Watoto kumi na sita.

c. Mishipi ishirini na miwili.
Wagonjwa ishirini na wanne.
Wanaume thelasini na watano.
Wanawake arobaini na watatu.
Vidole kumi.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Mnataka kununua nini leo?
   Tunatafuta vifaa mbalimbali.

2. Vitambaa hivi buluu vinapendeza?
   La, tutanunua vya kimanjano au vyeupe.

3. Nitaleta vyote hapa kuonyesha.
   Asante, tunataka mishipi vilevile.

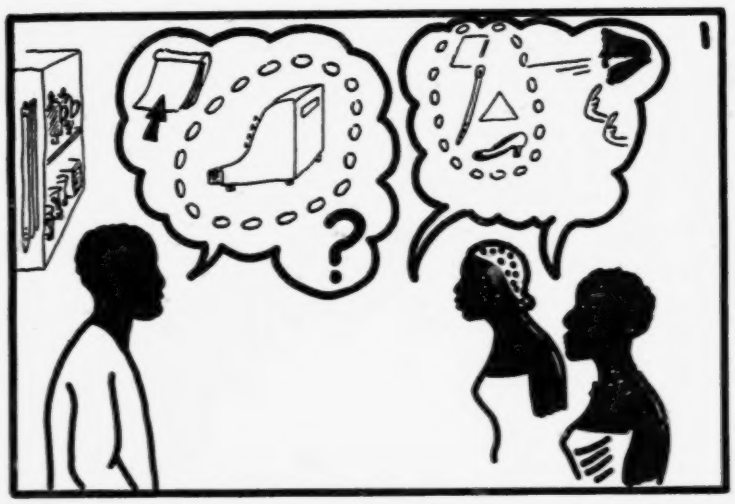
4. Angalieni ile nyuma ya meza.
   Hiyo ni mirefu ya kutosha?

5. Ndio, hasa hii myekundu.
   Tunahitaji viatu vilevile.

6. Hapa ni viatu vizuri vyeusi.
   Hivi unauza kwa bei gani?

7. Utapata hivi kwa shilingi arobaini.
   Nitachukua vya mpira si vya ngozi.

8. Jumla vitu vyote ni shilingi hamsini.
   Nitalipa kwa cheki.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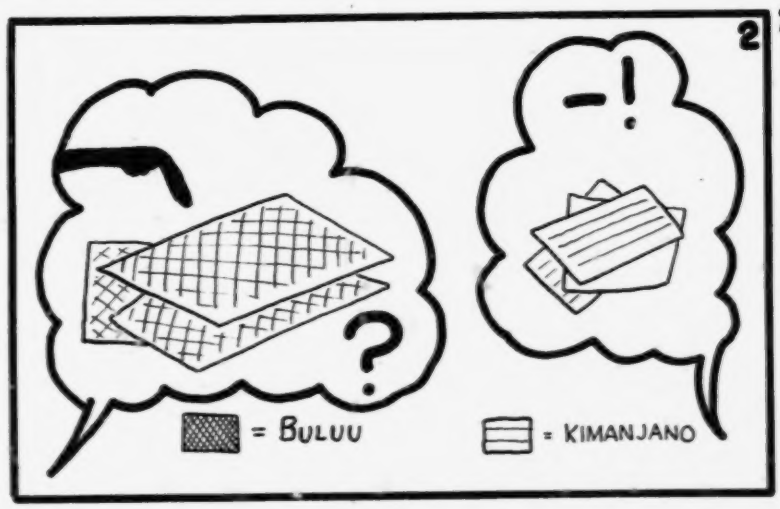
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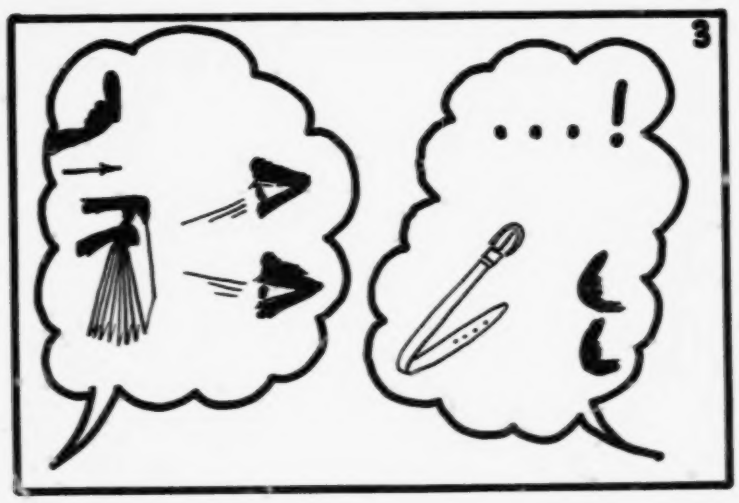
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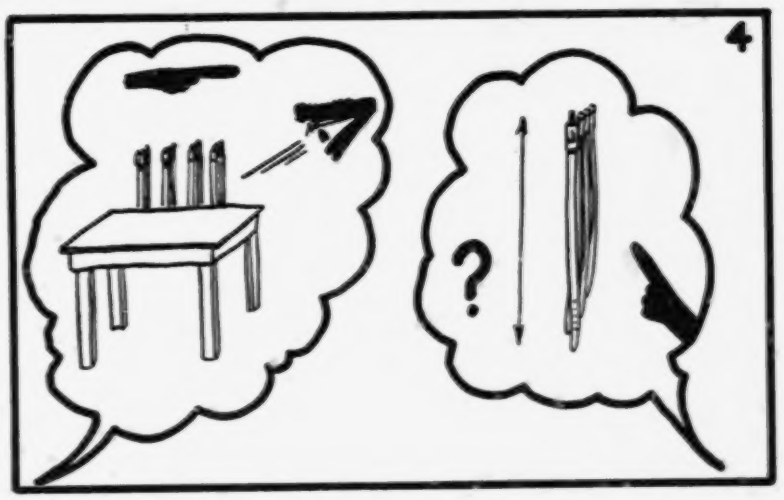
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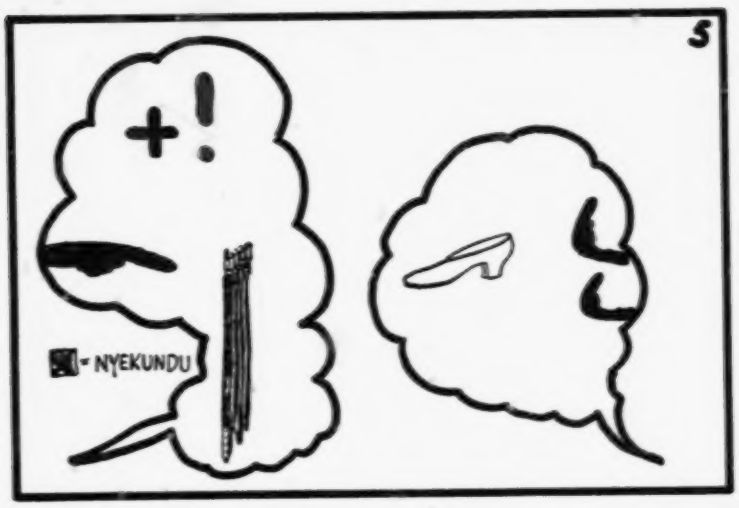
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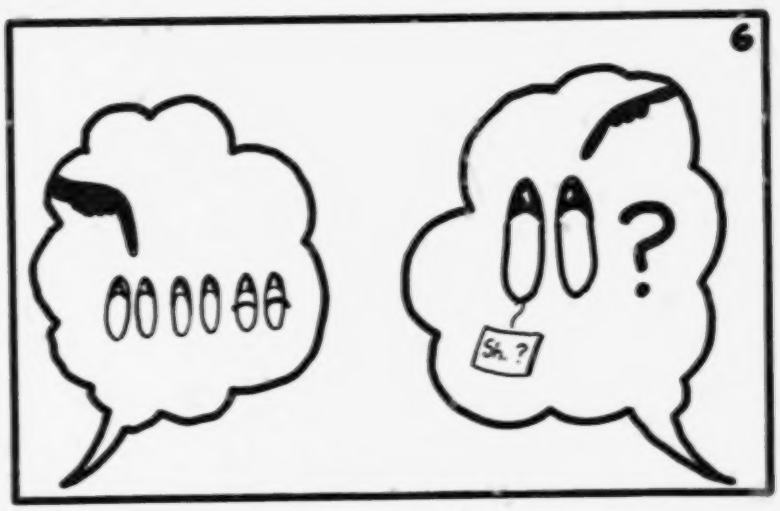
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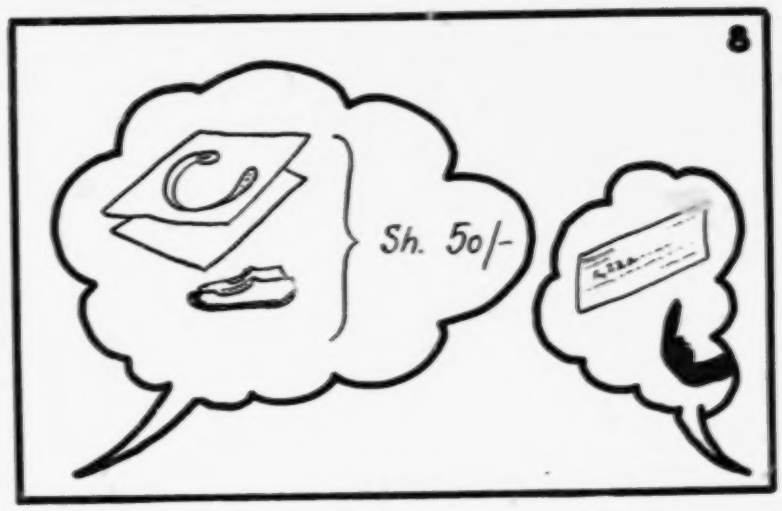
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Sh. 50/-

1. What do you want to buy today?
   We are looking for various useful items.

2. Do these blue kerchiefs (cloths) please you?
   No, we'll buy the yellow and white ones.

3. I'll bring them all out here to show you.
   Thanks, we also want belts.

4. Look at those behind the table.
   Are those long enough?

5. Yes, especially these red ones.
   We also need shoes.

6. Here are nice black shoes.
   For what price do you sell these?

7. You'll get these for 40 shillings.
   I'll take the rubber shoes, not leather.

8. Altogether all items come to 50 shillings.
   I'll pay by check.

Step 1.

1. Drills on colors.

a. Repetition Drill

Hawa ni wageni weupe.

mtu, vitambaa, kikombe, mshale, mikeka.

Ninatazama kiko cheusi.

vibuyu, mtu, walimu, mikuki, mkeka.

Anatafuta vitambaa vyekundu.

kitambaa, mbuzi, swala, milango, mfuko.

Substitution Drill

mtu: Huyu ni ----- mweusi.

wageni, vitambaa, kikombe, mshale, mikeka.

vibuyu: Ninatazama ----- vyeusi.

kiko, mtu, walimu, mikuki, mkeka.

kitambaa: Anatafuta ----- chekundu.

mbuzi, swala, milango, mfuko, vitambaa.

2. Drills on higher numbers.

a. Repetition Drill

Watu kumi na mmoja watafika.

kumi na-tatu, kumi na sita, ishirini.

Ninafundisha watu ishirini na wanne.

kumi na-nane, ishirini na tisa, thelathini.

Wanaume thelathini na watano waliingia.

thelathini na moja, thelathini na saba.

Substitution Drill

kumi na sita: Watu ----- watafika.

kumi na-tatu, kumi na sita, ishirini.

ishirini na tisa: Ninafundisha watu -----.

ishirini na-nne, thelathini, kumi na-nane.

arobaini: Wanaume ----- waliingia.

thelathini na moja, thelathini na saba.

3. Drills on colors and numbers.

a. Repetition Drill

Ana viatu hamsini vyekundu.

mikeka, mbuzi, vikapu.

Ninaona mishale sitini buluu.

swala, vibuyu, mikeka.

Viko kumi na vinane ni vyeusi.

viatu, mbuzi, mikeka.

Substitution Drill

mikeka: Ana ----- hamsini myekundu.

mbuzi, vikapu, viatu.

mishale: Ninaona ----- sitini buluu.

vibuyu, mikeka, swala.

viatu: ----- kumi na vinane ni vyeusi.

mbuzi, mikeka, viko.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 22

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Hiki ni kiatu cheusi?
2nd: Ndio, ni kiatu cheusi.

viatu, mkuki, mikeka, swala.

b. 1st: Vikapu vyekundu vinapendeza?
2nd: Ndio, vinapendeza sana.

mishipi, vibuyu, mshipi.

c. 1st: Kiko cheupe kinafaa?
2nd: La, ninataka chekundu.

vibuyu, mkeka, mbuzi.

d. 1st: Watu wangapi walibaki?
2nd: Watu ishirini na wanne walibaki.

vibuyu, mikeka, mbuzi.

e. 1st: Uliona wevi wangapi?
2nd: Niliona wevi kumi na watatu.

wanawake, wanaume, vikombe.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Unataka kikapu hiki?
Ninataka hicho kidogo.

mkuki, vibuyu, mtoto.

b. Huyu ni mtoto wako?
Ndio, huyo ni wangu.

kikapu, mikuki, mkeka.

c. Wale ni watu wazuri?
La, hao ni wabaya.

visu, kiatu, mtoto.

d. Waliona wevi wangapi?
Waliona wevi thelasini na wanne.

milima, viatu, wanaume.

e. Walimu ishirini watatosha?
La, tunataka ishirini na sita.

-moja, -wili, -tatu, -tano, sita, tisa.

f. Mlipeleka vibuyu gani?
Tulipeleka vibuyu vyeupe.

mikuki, viatu, chombo.

g. Wanafunzi wanakaa wapi?
Wanakaa mjini.

ninyi, wewe, mtoto.

h. Mikuki myekundu itafaa?
Ndio, itafaa.

viatu, swala, kiko.

i. Mzee ana viko vingapi?
Ana viko kumi na vitano.

mikeka, vikapu, viberiti.

j. Wale ni watu wabaya?
Ndio, hao ni wabaya.

simba, mikeka, vitanda.

k. Tulinunua vifaa mbalimbali.

vyombo, mishale, swala.

l. Mtoto huyu ni mrefu.

kiti, mlima, vitanda.

m. Vitambaa hivi ni vyekundu.

vikapu, kikombe, mkeka.

n. Viatu vyeusi vinapendeza.

-ekundu, -embamba, -eupe.

o. Mtu huyu ni Mmasai.

wale, hawa, yule.

p. Vitambaa vyeusi vitafaa.

-ote, -ingi, -refu, -ekundu.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wanawake wawili wanakwenda dukani kununua vifaa mbalimbali. Yule mmoja anapenda kuvaa vitambaa vizuri. Anatafuta vile vya kimanjano. Mwuzaji anaonyesha vingine vyekundu, vyeupe na buluu. Lakini anapenda hicho cha kimanjano zaidi.

Sasa wanatafuta mishipi mirefu. Nyuma ya meza wanaona mishipi myekundu. Hiyo ni mirefu ya kutosha. Wanachukua miwili, na halafu wanataka viatu vilevile. Bei ya viatu vya ngozi ni ghali, lakini vile vya mpira ni rahisi. Wananunua vya mpira. Sasa wanauliza vitu vyote jumla ni bei gani. Mwuzaji anahesabu kidogo na halafu anasema jumla ni shilingi hamsini. Yule mwanamke mmoja anatoa kitabu kidogo, na anasema atalipa kwa cheki. Anaandika cheki ya shilingi hamsini. Halafu wanarudi nyumbani.

Step 2. Questions based on the above narration:

Watu wangapi walikwenda dukani?
Watu hao ni wanaume?
Walikwenda kutafuta nini?
Mwuzaji anaonyesha nini?
Wanapenda kitambaa chekundu zaidi?

Halafu walitaka mishipi ya namna gani?
Ile myekundu ilikuwa mifupi?
Walinunua mishipi mingapi?
Bei ya viatu vya ngozi ilikuwa rahisi?
Bei ya viatu vya mpira, je?

Walinunua viatu vya namna gani?
Jumla vitu vyote vilikuwa bei gani?
Mwuzaji alihesabu nini?
Mwanamke alilipa kwa njia gani?
Halafu wanawake walikwenda wapi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

Concordial prefixes modified by vowel stems.

Many adjectives, words denoting colors, begin with a vowel. The concordial prefixes change in the following manner in relation to noun classes:

M-Wa Class	s. M + eusi	>	mweusi (black)
	pl. Wa + eusi	>	weusi
M-Mi Class	s. M + eupe	>	mweupe (white)
	pl. Mi + eupe	>	myeupe
Ki-Vi Class	s. Ki + ekundu	>	chekundu (red)
	pl. Vi + ekundu	>	vyekundu
N-N Class	s. N + eusi	>	nyeusi
	pl. N + eusi	>	nyeusi

II. Language Structure

a. It will be recalled that the numbers 1-5 and 8 take a concordial prefix like the other adjectives do. The other numbers, being of Arabic origin, do not take a prefix.

b. When higher numbers are used, then the following order is used:

11 > kumi na moja (ten and one)
12 > kumi na mbili (ten and two)

After 20 (ishirini), 30 (thelasini) etc., the same order is used: e.g. 25 > ishirini na tano (twenty and five) etc.

III. Cultural Note

The small shops in towns and villages are usually arranged so that the counter opens onto the street when the shutter is opened. There is quite a

variety of items in this small one room shop or 'duka', ranging from tin goods, loose rice, flour, sugar, etc. to colorful cloths and wearing apparel. The needs of the community are catered to. Lamps and kerosene, matchets and hoes, aspirin and quinine, sandals and shoes, etc., even some candy, would be found among many items.

In earlier years the ever-present shopkeeper would be an Indian from India. They are to this day the general merchants and outnumber the whites 5 to 1. However, many Africans are also catching on to this kind of business and open shops of their own. In large cities like Nairobi, the modern shops would hold their own with many modern shops in America.

SWAHILI BASIC COURSE

LESSON 23

1. EXPRESSION STRUCTURE

a. Phonemes: The guttural /gh/ being replaced by /g/.

b. Morphemes: The 'completed action' tense using the ME prefix.

c. Syntax: Reinforcement: 'kila' is the only exception in Swahili of an adjective preceding a noun.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Enemy attack on a city.

b. Cultural item: No typical African culture. A war situation.

c. Lexical items:

shambulia	(attack)	nchi	(country)
ghafla	(suddenly)	ghasia	(turmoil, upheaval)
haribu	(destroy)		
bomoa	(break down, demolish)	kufa	(die)
		sitini	(60)
choma	(burn)	sabaini	(70)
msiba	(disaster, calamity)	poteza	(lose)
		redio	(radio)
matata	(trouble)	pigana	(fight)
komesha	(stop, bring to an end)	sukuma	(push)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on /gh/ which has become a /g/ now. In some areas where Arabic influence is strong it will still be heard pronounced in a very throaty and guttural way.

Bei ghali.	Aliuza ghali sana.
Viatu ghali.	Alinunua viatu ghali.
Adui ameleta ghasia.	Ghasia ni mbaya.
Ghasia gani hii?	Ghasia mbaya.
Ameshambulia ghafla.	Walifanya ghafla.
Amekuja ghafla.	Walikufa ghafla.

2. Drill using the 'Me' tense sign.

a.

Umefanya vizuri?	Nimefanya vizuri.
Umepoteza kitu?	Nimepoteza shilingi.
Mzee amekufa?	Ndio, amekufa.
Simba ameua mbuzi?	Ndio, ameua mbuzi.
Umesikia habari?	Nimesikia habari ya redio.

b.

Adui ameshambulia?	Ndio, ameshambulia.
Ameshambulia ghafla?	Ndio, kwa ghafla sana.
Nani amebomoa nyumba?	Adui amebomoa.
Nani amechoma nyumba?	Adui amechoma moto.
Nani ameleta msiba?	Adui ameleta msiba.

c.

Mmesikia habari?	Tumesikia.
Mmesaidia askari?	Tumesaidia askari.
Wanawake wamekimbia?	Ndio, wamekimbia.

Watu wamepoteza nini? Wamepoteza kila kitu.
Wagonjwa wamekaa? La, wameondoka.

Other previously learned verbs can be used in above drills.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Adui wameingia mjini?

   Ndio, wameshambulia mji kwa ghafla.

2. Wameharibu vitu vingi mjini?

   Wamebomoa na kuchoma nyumba moto.

3. Wameleta msiba katika nchi, sivyo?

   Kweli, wameleta ghasia zaidi.

4. Watu wangapi wamekufa?

   Kama watu sitini au sabaini.

5. Watu wengi wameondoka mjini?

   Ndio, na wamepoteza kila kitu.

6. Umesikia ripoti gani kwa redio?

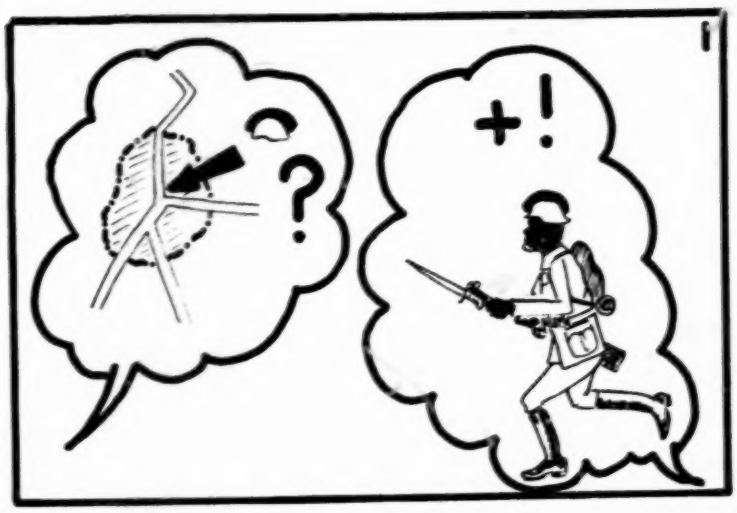
   Askari wamekwenda kupigana.

7. Wamefaulu kukomesha matata?

   Wamesukuma adui nyuma.

8. Tutakwenda mjini kusaidia askari?

   Ndio, wote tutakwenda kufukuza adui.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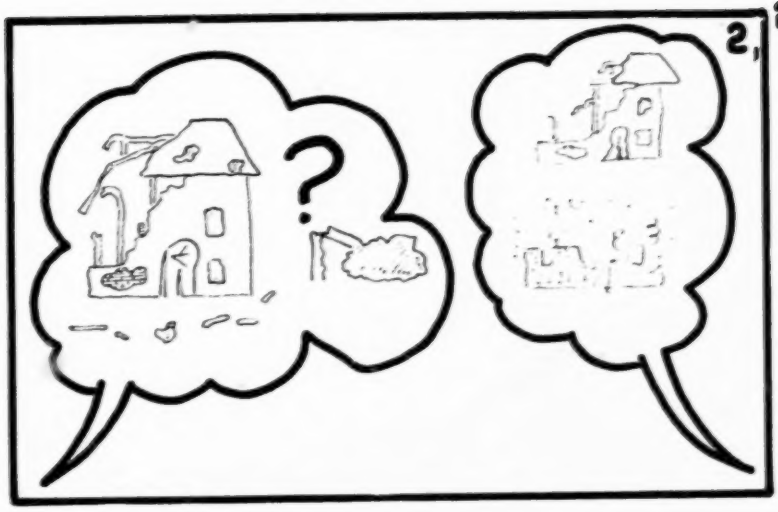
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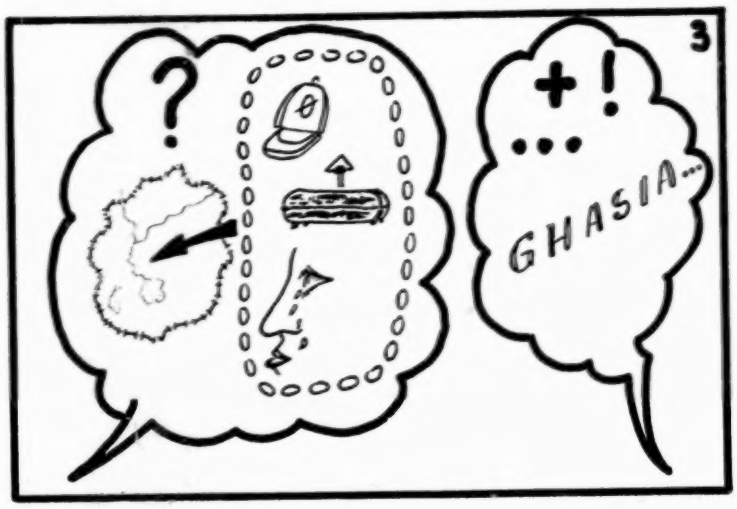
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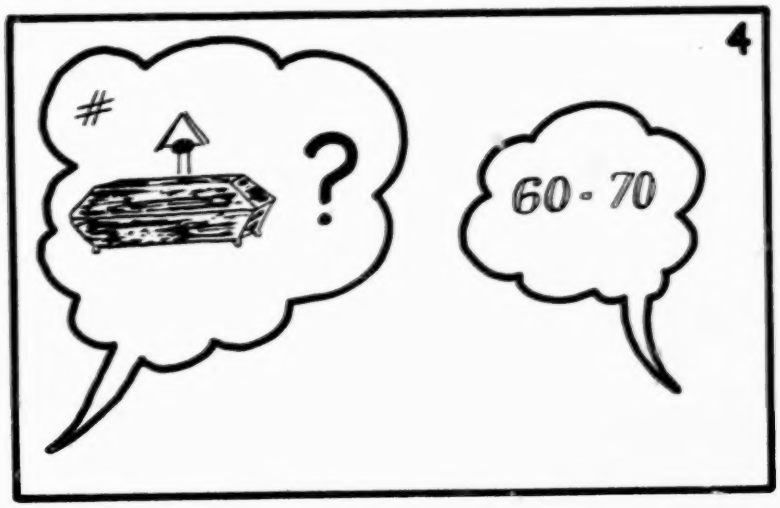
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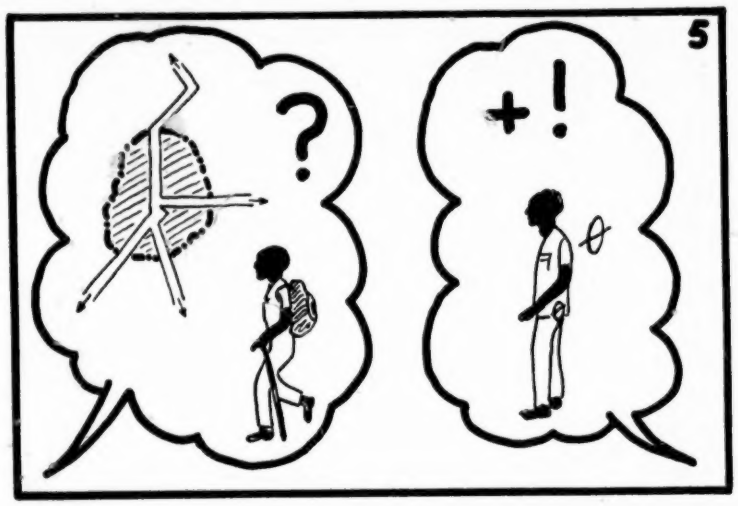
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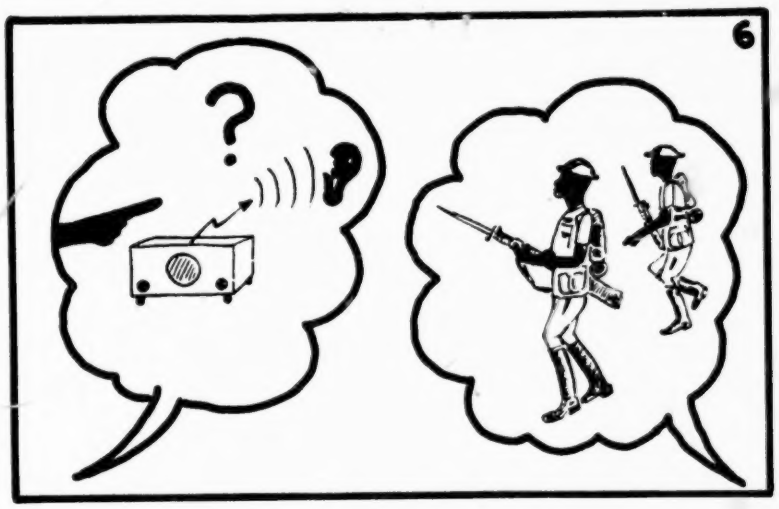
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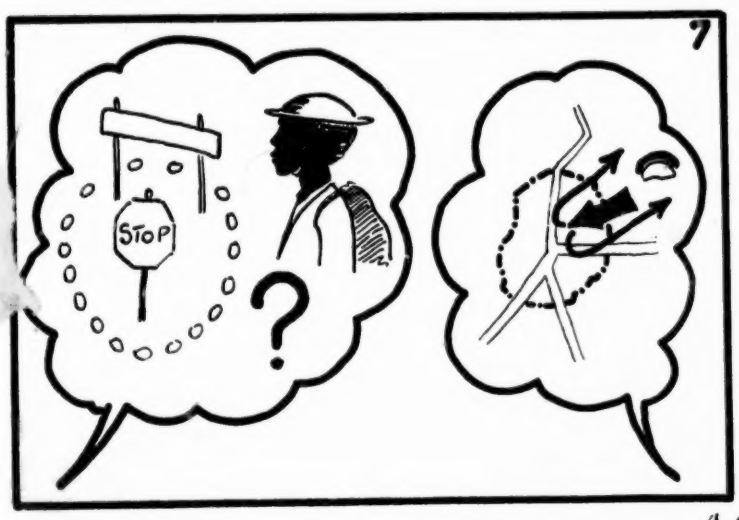
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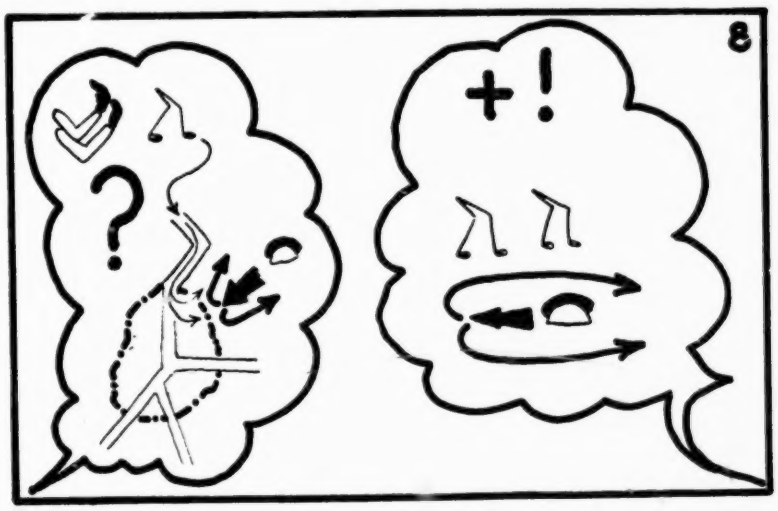
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1. Did the enemy enter the city?

   Yes, he attacked the city suddenly.

2. Have they destroyed many things?

   They have demolished and burnt down houses.

3. They have brought misery into the land, haven't they?

   That's true, they have brought more confusion too.

4. How many are dead?

   About 60 to 70 people.

5. Did many people leave town?

   Yes, and they have lost everything.

6. What reports did you get over the radio?

   Soldiers have gone out to fight.

7. Did they succeed in stopping this trouble?

   They have pushed the enemy back.

8. Shall we go into the city to help the soldiers?

   Yes, we will all go to drive the enemy away.

Step 1.

1. Drills on /gh/ sound.

a. Repetition Drill

Wameleta ghasia mjini.

nyumba, hema, kambi.

Watu wamekufa ghafla.

ingia, toroka, ondoka.

Viatu hivi ni ghali.

mikeka, chakula, mlango.

Substitution Drill

hemani: Wameleta ghasia -----.

nyumba, kambi, mji.

wameingia: Watu ----- ghafla.

kufa, ondoka, toroka.

chakula: ----- hiki ni ghali.

viatu, mlango, mikeka.

2. Drills on the 'ME' tense.

a. Repetition Drill

Adui sabaini wamekufa.

-shambulia, -ingia, -fika.

Askari wamekomesha matata.

leta, anza, ondoa.

Wevi wamebomoa nyumba.

adui, wanaume, mwanafunzi.

Substitution Drill

wamekufa: Adui sabaini -----.

shambulia, ingia, fika.

wameleta: Askari ----- matata.

anza, ondoa, komesha.

adui: ----- amebomoa nyumba

wevi, wanaume, mwanafunzi.

3. Drills on the adjective 'kila'.

a. Repetition Drill

Wamechoma kila nyumba moto.

mji, kitu, mkeka.

Tumeona kila mgonjwa.

mtu, simba, kitu.

Amefukuza kila mwivi.

adui, mpelelezi, mtu.

Substitution Drill

adui: Amefukuza kila -----.

mpelelezi, mwivi, mtu.

simba: Tumeona kila -----.

mtu, kitu, mgonjwa.

kitu: Wamechoma kila ----- moto.

mji, mkeka, nyumba.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 23

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Adui wamefanya nini?
2nd: Wameshambulia kambi ghafla.

wapelelezi, mwivi, ninyi.

b. 1st: Nani ameharibu mikeka?
2nd: Juma ameharibu mikeka.

chukua, leta, peleka.

c. 1st: Watu wangapi wamekufa?
2nd: Kila mtu amekufa.

ondoka, lala, rudi.

d. 1st: Askari wamekomesha matata?
2nd: Ndio, wamekomesha matata.

ninyi, mlinzi, wewe.

e. 1st: Umesikia ripoti kwa redio?
2nd: Ndio, nimesikia ripoti kwa redio.

-pata, -pokea, -tuma.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mtu gani amekufa?
Mtu mbaya amekufa.

watoto, simba, mlinzi.

b. Adui wameshambulia mji?
Ndio, wameshambulia mji.

ninyi, walinzi, wevi.

c. Nani ameharibu vikapu?
Watoto wameharibu vikapu.

-choma moto, -leta, nunua.

d. Daktari ameona wagonjwa?
Ameona kila mgonjwa.

watoto, wanafunzi, wazee.

e. Tutapata ripoti kwa redio?
Ndio, tutapata ripoti kwa redio.

-peleka, -pokea, sikia.

f. Askari wamefukuza adui?
Ndio, wamefukuza wote.

kamata, ona, shambulia.

g. Kilonzo amepoteza nini?
Amepoteza kila kitu.

nunua, pata, leta.

h. Mwivi aliingia kimya?
Ndio, aliingia kimya.

ondoka, iba, kaa.

i. Umechoma moto vitabu vyote?
La, nimechoma moto viwili.

mishale, vikapu, viatu.

j. Ataingia kila nyumba?
La, ataingia nyumba moja tu.

bomoa, kagua, haribu.

k. Nilisikia habari kwa redio.

pata, pokea, tuma.

l. Adui wameleta msiba.

matata, ghasia.

m. Atanunua viatu rahisi.

mkuki, vitu, mikeka.

n. Watu wengi wamekufa.

kwenda, lala, ondoka.

o. Nimeharibu kila kitu.

mshale, kitabu, silaha.

p. Tumekamata mpelelezi mmoja.

kumi, -nne, -ote.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Adui ameshambulia mji. Ameingia kwa ghafla na ameharibu vitu vingi sana. Wanawake na watoto wamekimbia, hata na wazee na wagonjwa. Adui amebomoa na amechoma nyumba moto. Wengi wamepoteza kila kitu. Wameona msiba mkubwa sana.

Wanaume hodari wamekwenda pamoja na askari kusaidia kufukuza adui. Walipigana sana na halafu walifaulu kusukuma adui nyuma. Watu wengi wamekufa, labda kama watu sabaini. Wengine wameumia.

Tumesikia ripoti kwa redio leo asubuhi. Tumefurahi kusikia askari wamefaulu kukomesha matata na ghasia. Polepole watu watarudi mjini. Watatengeneza kila kitu tena.

Step 2. Questions based on the above narration:

Nani ameshambulia mji?
Ameharibu nini?
Adui aliingia kwa ghafla?
Nani alikimbia?
Wagonjwa walikimbia vilevile?

Wanaume hodari walifanya nini?
Walifaulu kufukuza adui?
Adui alifanya nini kwa nyumba?
Watu wangapi wamekufa?
Nani ameona msiba mkubwa?

Ripoti ya redio ilisema nini?
Askari wamefaulu kufanya nini?
Watu watarudi mjini tena?
Watafanya nini halafu?
Nani alifurahi kusikia habari ya redio?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

The guttural /ɣ/ or /gh/. This is not a sound which is natural to Swahili as a Bantu lingua franca. Therefore some of the Arabic loan words with this sound, as they are assimilated into Swahili soon lose this sound. Thus this /ɣ/ is replaced by the hard /g/ sound in pronunciation, although the writing system often retains the old spelling with /gh/.

Ex: ghali > /gáli/ (expensive)
ghafla > /gáfla/ (suddenly)
ghasia > /gasía/ (upheaval)

Occasionally, however, one hears Africans who affect Arabic mannerisms use this guttural /gh/. It is sounded by raising the back of the tongue against the uvula and attempting to sound a back /g/ as if it were a fricative. For our purposes, however, we will stick to the plain hard /g/.

II. Language Structure

The Perfect Tense - prefix ME

In simple language this can be regarded as the 'completed' tense. When the action has been completed the resulting state or condition carries on into the present time. This is expressed by the ME tense in Swahili. The nearest equivalent in English is with the auxillary 'have'.

I have come. Nimekuja.
I have eaten. Nimekula.

Or the resultant condition expressed in English by the present.

He is dead. Amekufa.

The formation is straightforward just as in the other tenses. Refer back to Generalizations in Lessons: 3, 12, and 14.

III. Cultural Note

The dialogue describes an enemy raid on a town or village. In modern warfare this becomes a universal horror and is not specific to any area or people as a cultural manifestation.

When a more primitive village is attacked by a neighboring tribe or by the Mau Mau, devastation is often complete. The easily combustible huts burn quickly to the ground, and many are left homeless if they escape a massacre. In the Congo some such victims are caught and eaten by cannibals.

SWAHILI BASIC COURSE

LESSON 24

1. EXPRESSION STRUCTURE

a. Phonemes: (i) Reinforcement of the fronto palatal /d'/.

(ii) The palatalized /nǰ/.

b. Morphemes: Reinforcement of Mi class nouns referring to plants. The names of fruit coming under the Ma class.

c. Syntax: Nothing new.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Coffee planting.

b. Cultural item: Coffee growing.

c. Lexical items:

mkulima	(farmer)	limia	(cultivate)
panda	(plant, v.)	vuna	(reap,harvest)
mbuni	(coffee tree)	mwaka	(year)
aina	(variety,kind)	mara	(times; as in multiplication)
matunda	(fruit)		
maji	(water)	zaa	(bear, give birth)
mbolea	(fertilizer)		
tunza	(take care of)	endelea	(continue, proceed)
kinywaji	(drink, n.)		
kabisa	(completely, entirely)		

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill reinforcing the /d'/ (j) sound.

a. /d'/

Maji ni kinywaji.	Jina la jirani.
Anahitaji maji.	Juma ni jina.
Anajaribu sana.	Joto kubwa.
Bei ya jumla.	Jemedari hodari.
Mwuzaji mmoja.	Juma anangoja.
Wanajizoeza jioni.	Mji mkubwa.
Walikuja juzi.	Juma anakaa mjini.
Kijiko kipya.	Samaki ni majini.
Alifyatua kwa ajali.	Walijaribu pamoja.
Juu ya maji.	

b. /nǰ/

Vunja sheria.	Huyu ni mgonjwa.
Ugonjwa huu.	Kitambaa kimanjano.
Hii ni njia.	Ni kiwanjani.
Njoo hapa!	Njoo, fuata njia!

2. Drill with new words.

a.

Mbuni ni mti.	Mibuni ni miti.
Anatunza mibuni.	Anapanda mibuni.
Mibuni midogo.	Mibuni hii.
Mara moja.	Mara mbili.

b.

Aina ya miti.	Anatunza miti.
Aina ya matunda.	Anavuna matunda.
Anakunywa maji.	Mti unazaa matunda.
Anatumia maji.	Mama anazaa mtoto.

c. Mwaka huu. Mwaka ule.
Mwaka mmoja. Miaka mingi.
Mkulima hodari. Anatia maji.
Mkulima huyo. Anatia mbolea.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD SWAHILI DIALOGUE LESSON 24

1. Karanja ni mkulima hodari?
   Ndio, amepanda mibuni tele.

2. Mibuni ni miti ya aina gani?
   Tunapata kahawa kutoka matunda yake.

3. Unajua kupanda mibuni?
   Mibuni midogo inahitaji maji na mbolea.

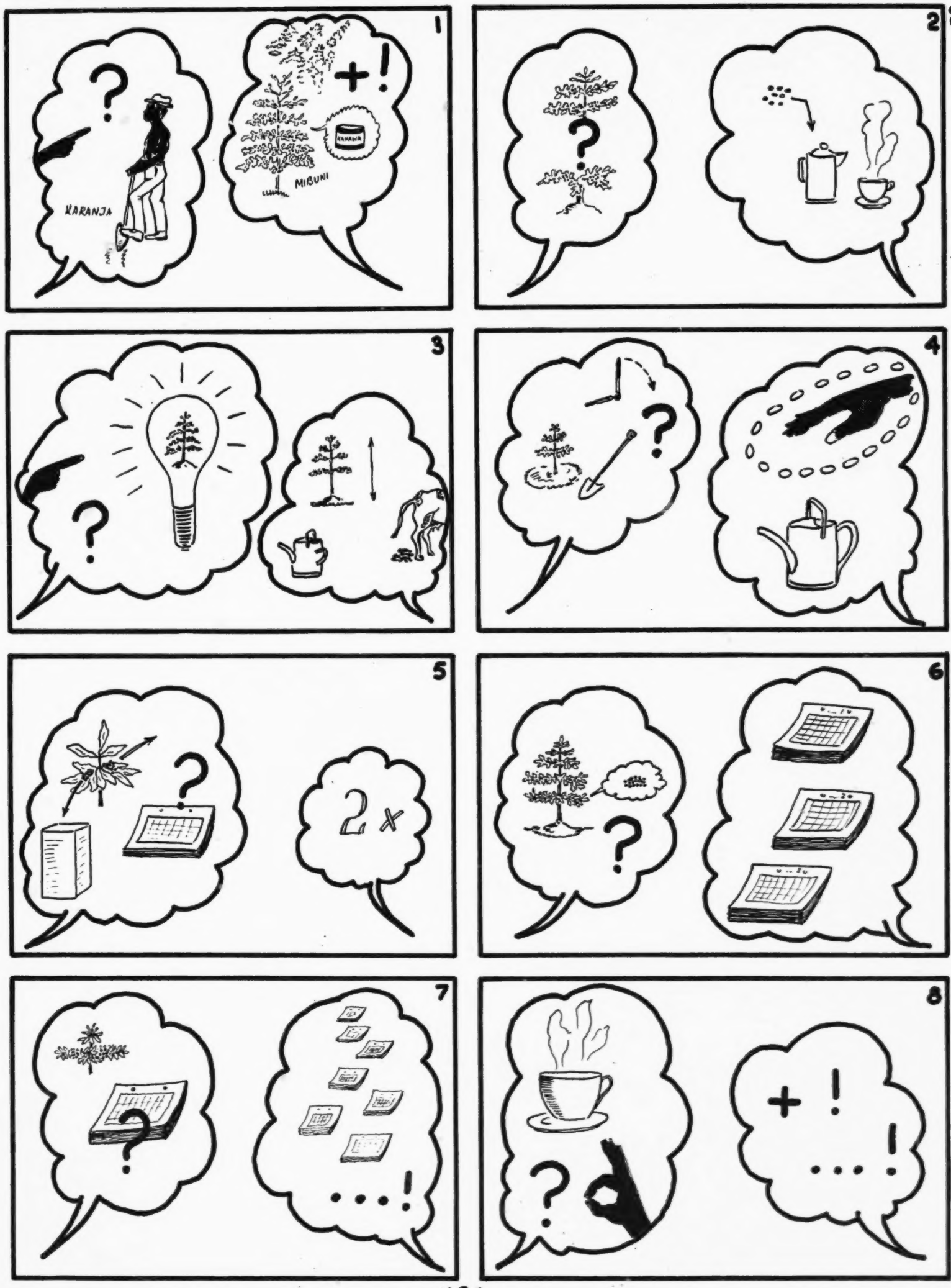
4. Baada ya kupanda inafaa kufanya nini?
   Inafaa kutunza kwa kulimia na kutia maji.

5. Mnavuna kahawa mara ngapi kwa mwaka?
   Tunavuna mara mbili kwa mwaka.

6. Inaanza lini kuzaa matunda?
   Inaanza baada ya miaka mitatu.

7. Inaendelea kuzaa kwa muda gani?
   Inaweza kuzaa kwa miaka mingi kabisa.

8. Kahawa ni kinywaji kizuri?
   Ndio, ni kinywaji safi sana.


1
KARANJA
+!
KARANJA
MIŚUNI
2
3
4
5
2x
6
7
...!
8
+!
...!

1. Is Karanja a capable farmer?

   Yes, he has planted many coffee trees (mibuni).

2. What kind of trees are "mibuni?"

   We get coffee from their fruit.

3. Do you know how to grow coffee?

   The small coffee plants require water and fertilizer.

4. What should one do after planting?

   One should take care to cultivate and water them.

5. 'How many times in the year do you harvest coffee?

   We harvest twice a year.

6. When do they (the trees) start bearing?

   They begin to bear after three years.

7. How long do they continue bearing?

   They will bear for very many years.

8. Is coffee a good beverage?

   Yes, it is a fine drink.

Step 1.

1. Drills on /d'/ (j) sound.

a. Repetition Drill

Mgonjwa anahitaji maji.

miti, mimi, Juma.

Wageni waliondoka juzi tu.

mkulima, simba, watoto.

Juma anangoja pale.

nyumbani, dukani, mjini.

Substitution Drill

mimi: ----- ninahitaji maji.

miti, Juma, mgonjwa.

simba: ----- waliondoka juzi tu.

mkulima, watoto, wageni.

dukani: Juma anangoja -----.

nyumbani, mjini , pale.

2. Drills on adjectives without concordial agreements.

a. Repetition Drill

Tulipanda mibuni tele.

nunua, limia, ona.

Mbuni unahitaji maji safi.

mti, mgonjwa, mimi.

Tulipata kahawa rahisi.

vitu, mikuki, kikombe.

Substitution Drill

nunua: Sisi ----- mibuni tele.

limia, panda, ona.

mgonjwa: ----- anahitaji maji safi.

mti, mbuni, mimi.

mikuki: Tulipata ----- rahisi.

kikombe, kahawa, vitu.

3. Drills on /nj/ sound.

a. Repetition Drill

Wagonjwa wanangoja nje.

pale, hapa, ndani.

Tulitafuta njia.

pata, fuata, kagua.

Watajizoeza kiwanjani.

kwenda, rudi, ngoja.

Substitution Drill

pale: Wagonjwa wanangoja -----.

nje, hapa, ndani.

tulifuata: ----- njia.

kagua, pata, tafuta.

watakwenda: ----- kiwanjani.

rudi, ngoja, jizoeza.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 24

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Huyo ni mkulima hodari?
2nd: Ndio, ni mkulima hodari.

Karanja, hao, sisi.

b. 1st: Unajua kupanda mibuni?
2nd: Nilijua kupanda mibuni zamani.

limia, tengeneza, tunza.

c. 1st: Utavuna kahawa kesho?
2nd: La, nitavuna kahawa kesho kutwa.

nunua, leta, peleka.

d. 1st: Mibuni inaanza kuzaa lini?
2nd: Baada ya miaka mitatu.

miti, mbuni, mti.

e. 1st: Wewe una mibuni mingapi?
2nd: Nina mibuni tele.

ninyi, Karanja, sisi.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Hii ni mibuni mizuri?
La, si mibuni mizuri.

mkeka, mikuki, kikapu.

b. Kahawa safi inatoka wapi?
Inatoka hapa.

-baya, rahisi, ghali.

c. Ninyi mtavuna kahawa leo?
La, tutavuna kahawa kesho.

sisi, wewe, Yusufu.

d. Mibuni inahitaji nini?
Inahitaji maji ya kutosha.

mbuni, mgonjwa, watoto.

e. Mtaendelea kuuza kahawa?
Ndio, tutaendelea kuuza.

nunua, tunza, panda.

f. Vinywaji gani vinapendeza?
Vinywaji vile vinapendeza.

vikombe, mikuki, mbuni.

g. Nani anatunza mibuni ile?
Karanja anatunza mibuni ile.

mbuni, mti, watoto.

h. Watu hawa wanapenda kahawa?
La, wanapenda chai.

panda, limia, nunua.

i. Mibuni hii ni ghali?
La, hii ni rahisi.

vikapu, miti, mkeka.

j. Wanawake wanafanya nini?
Wanavuna kahawa.

wanaume, ninyi, wewe.

k. Hawa ni wakulima hodari.

huyu, yule, mimi.

l. Karanja anapanda mibuni.

wewe, hawa, ninyi.

m. Mkulima huyu ni hodari.

mwalimu, wanafunzi, mtoto.

n. Mibuni inahitaji maji.

mti, mtoto, wageni.

o. Tunatunza mibuni kila siku.

uza, panda, limia.

p. Kila siku tunauza kahawa.

panda, kunywa, nunua.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Watu wengi wanapenda kunywa kahawa. Watu wa Kenya wanapanda miti ya kahawa. Miti hiyo ni mibuni. Tunapata kahawa kutoka matunda yake.

Karanja ni mkulima hodari. Yeye amepanda mibuni tele. Anaangalia miti midogo ya mibuni. Anatia maji na mbolea, na anatunza miti yote vizuri. Baada ya miaka mitatu mibuni itazaa matunda, na Karanja atavuna kahawa. Atauza kahawa hiyo. Atajaribu kupata bei mzuri. Ataweza kuvuna mara mbili kwa mwaka. Mibuni itaweza kuzaa matunda ya kahawa kwa miaka mingi sana. Kama mkulima ni hodari atatunza miti vizuri.

Kahawa safi ni kinywaji kizuri. Lakini inafaa kunywa kidogo kidogo tu. Watu wengi wataendelea kunywa kahawa.

Step 2. Questions based on the above narration:

Unapenda kunywa kahawa?
Watu wanapanda kahawa Kenya?
Mibuni ni nini?
Tunapata kahawa kutoka nini?
Nani mkulima hodari?

Karanja amepanda mibuni mingi?
Anatia nini kwa mibuni midogo?
Anatunza miti yote vizuri?
Mibuni itaanza kuzaa lini?
Karanja atavuna mara ngapi kila mwaka?

Atauza kahawa halafu?
Atajaribu kuuza kwa bei gani?
Kahawa ni kinywaji kizuri?
Inafaa kunywa kahawa tele?
Watu wataendelea kununua kahawa?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

In this lesson the fronto palatal stop /d'/ is reinforced. This sound was introduced in Lesson 5. Check back to this lesson, as well as Lesson 6. It is a sound which needs watching as it is different from English. Note that when preceded by the nasal /n/, then this sound combines with it and becomes a palatalized /nǰ/ as in the English 'banjo'.

II. Language Structure

Note that many nouns of the M-Mi class are names of plants.

mti - miti	(tree)
mbuni - mibuni	(coffee tree)
mmea - mimea	(plant)

Many others have not been learned yet.

The names of various fruits and crops usually then come under the Ma class.

mchungwa - michungwa	(orange tree)
chungwa - machungwa	(orange - the fruit)
mwembe - miembe	(mango tree)
embe - maembe	(mango fruit)
mhindi - mihindi	(corn plant)
hindi - mahindi	(corn)

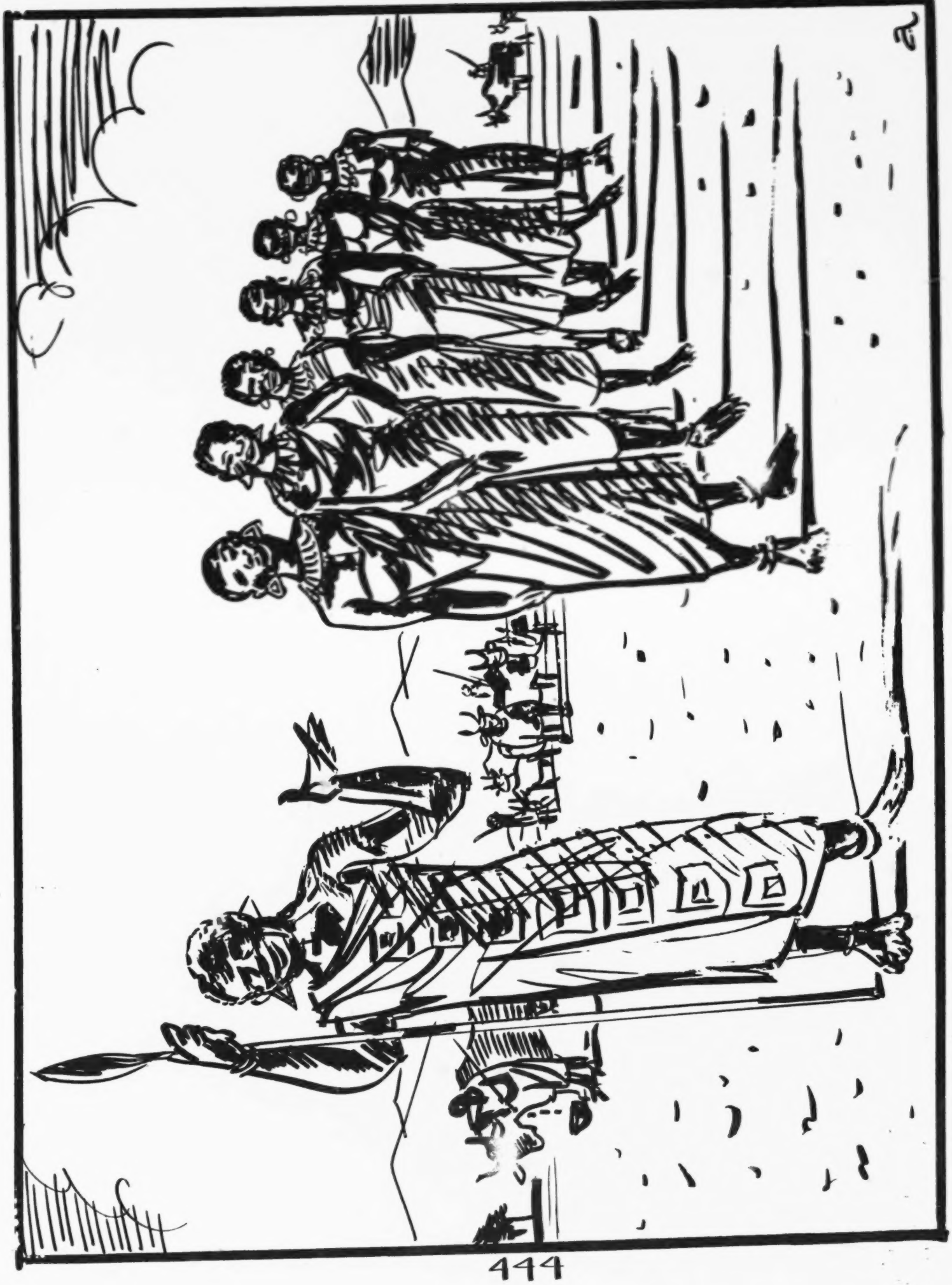
III. Cultural Note

Coffee growing has become an important economic factor in East Africa. It is grown in higher altitudes from 4 - 7,000 ft where there is sufficient rainfall. The Africans do not own large coffee plantations, but they have formed co-operative coffee associations, so that every grower who has a few trees or many, can bring his small share, get paid for it, and the machinery for processing, marketing, etc. is done by the association.

Picking ripe coffee cherries.

SWAHILI BASIC COURSE

LESSON 25



1. EXPRESSION STRUCTURE

a. Phonemes: (i) The dorso velar nasal /ŋ/ in the initial position. This is different from English.

(ii) Reinforcement of the fronto-palatal nasal /ñ/ used in clusters /mñ/ and /ñw/.

b. Morphemes: Generalization of pronouns and demonstratives. Use of the word 'ku-oa'.

c. Syntax: Generalization of position of demonstratives.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Masai tribal custom.

b. Cultural item: Some Masai tribal customs.

c. Lexical items:

vunja	(break)	faida	(profit, gain)
sheria	(law, custom)	maziwa	(milk)
oa	(marry)	damu	(blood)
ruhusu	(allow, permit)	njia	(road, way)
ruhusa	(permission)	changanya	(mix)
fuga	(raise cattle)	mnyama	(animal)
ng'ombe	(cattle, cows)	beba	(carry)
punda	(donkey)	pembe	(horn)
lisha	(feed)	-enye	(having, possessing)
jamaa	(relative)		

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the /ŋ/ (ng') sound, which is used here initially.

ng'ombe /ŋómbe/ (cow, cattle)

Ng'ombe mkubwa.	Ng'ombe mdogo.
Ng'ombe ni mnyama.	Ng'ombe ni wanyama.
Anafuga ng'ombe.	Wanafuga ng'ombe.
Ng'ombe mmoja.	Ng'ombe wengi.
Ng'ombe huyu.	Ng'ombe hawa.
Ng'ombe yule.	Ng'ombe wale.

2. Drill on clusters with /ñ/ (ny).

a.	Mnyama huyu.	Wanyama hawa.
	Mnyama mkali.	Wanyama wakali.
	Punda ni mnyama.	Punda ni wanyama.
b.	Ninakunywa chai.	Tunakunywa chai.
	Mnyama anakunywa.	Wanyama wanakunywa.
	Chai ni kinywaji.	Kinywaji hiki.
	Kinywaji kizuri.	Kinywaji kibaya.
	Kahawa ni kinywaji.	Kinywaji hicho.
c.	Changanya maziwa.	Changanyeni maziwa.
	Anafanya kazi.	Wanafanya kazi.
	Anakula nyanya.	Wanakula nyanya.

3. General Drill.

a.	Amevunja sheria.	Kuoa wake wengi.
	Anafuata sheria.	Ameoa mwanamke.
	Sheria ya Wamasai.	Yeye ni mke wake.

b. Wanafuga wanyama. Punda anabeba mzigo.
Wanafuga ng'ombe. Punda ana faida.
Wanalisha punda. Ng'ombe anatoa maziwa.
Wanalisha mbuzi. Ng'ombe ana faida.

c. Wana ruhusu kuoa. Pembe ya ng'ombe.
Kapteni ameruhusu Koplo. Ngozi ya ng'ombe.
Ametoa ruhusa. Damu ya ng'ombe.
Wana ruhusa kucheza. Maziwa ya ng'ombe.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Gesuga ni Mmasai?

   Ndio, anakaa karibu na Kijabe.

2. Ana jamaa vilevile?

   Yeye ni tajiri, ana wake sita.

3. Anavunja sheria kuoa wake sita?

   Wamasai wanaruhusu kuoa wake wengi.

4. Gesuga anafanya kazi gani?

   Anafuga ng'ombe na punda.

5. Analisha wapi wanyama hawa?

   Analisha ng'ombe na punda porini.

6. Wanyama hawa wanafaida kwa Wamasai?

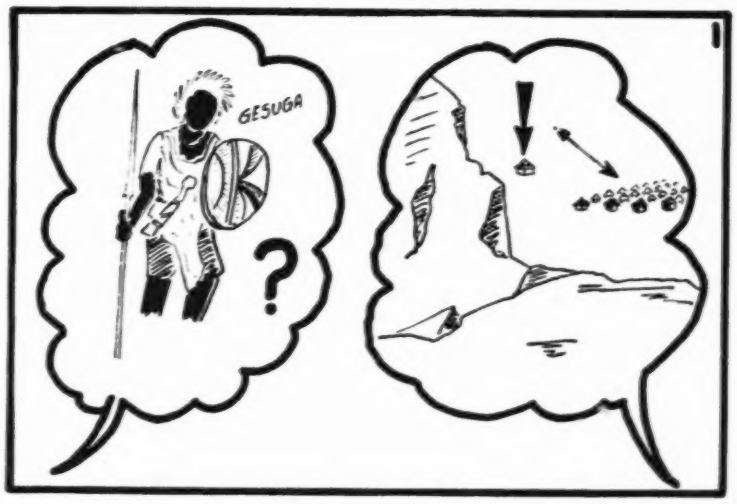
   Ng'ombe ana maziwa na damu kwa chakula.

7. Wanatumia damu kwa njia gani?

   Wanachanganya pamoja na maziwa.

8. Punda ana faida gani?

   Mnyama huyu anasaidia kubeba mizigo.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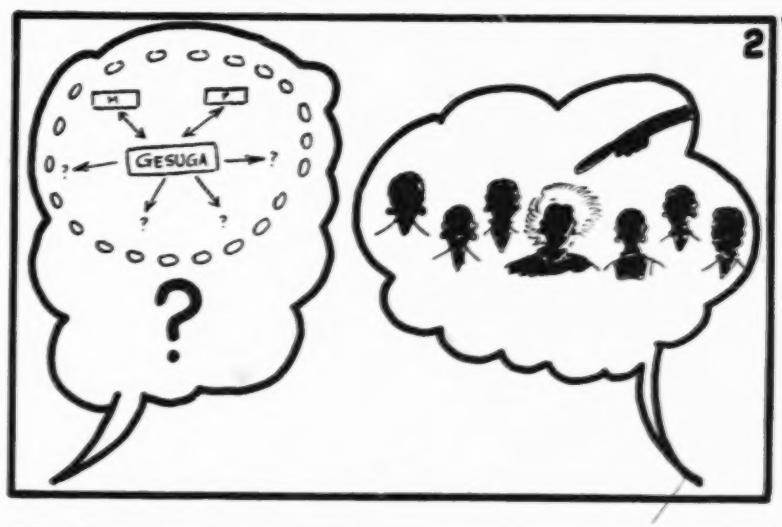
GESUGA
?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GESUGA
?
?
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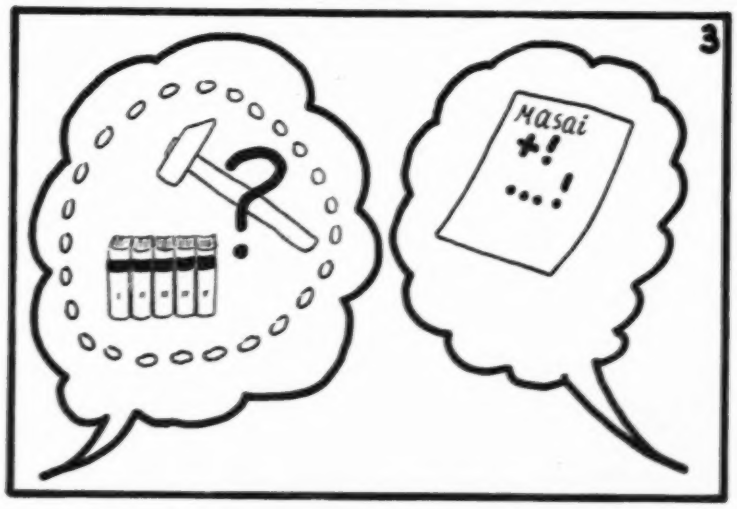
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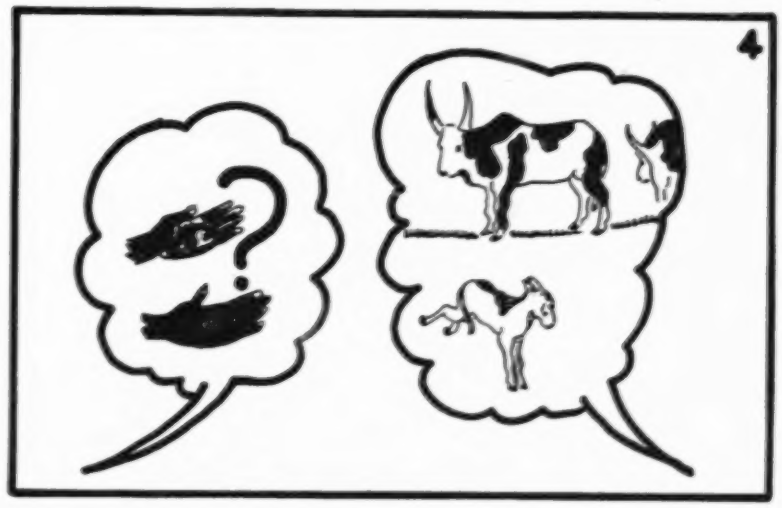
?
Masai
+!
...!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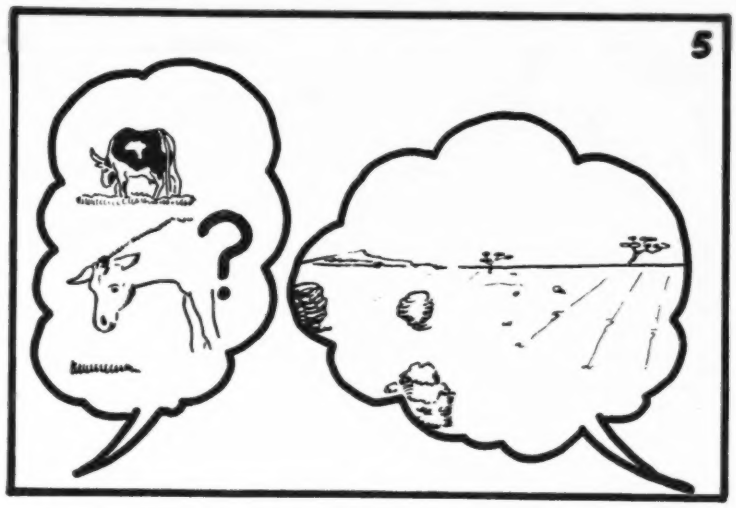
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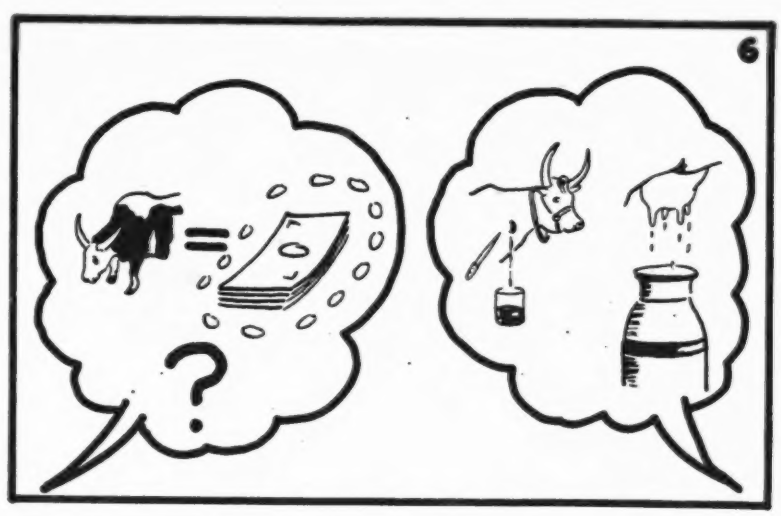
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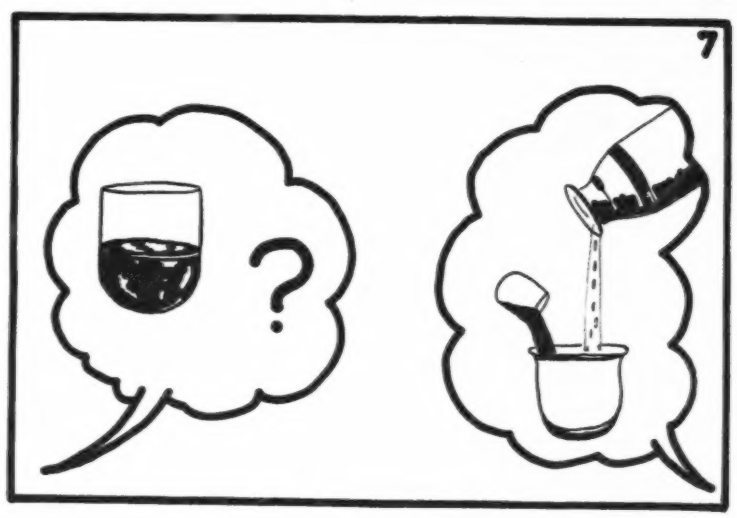
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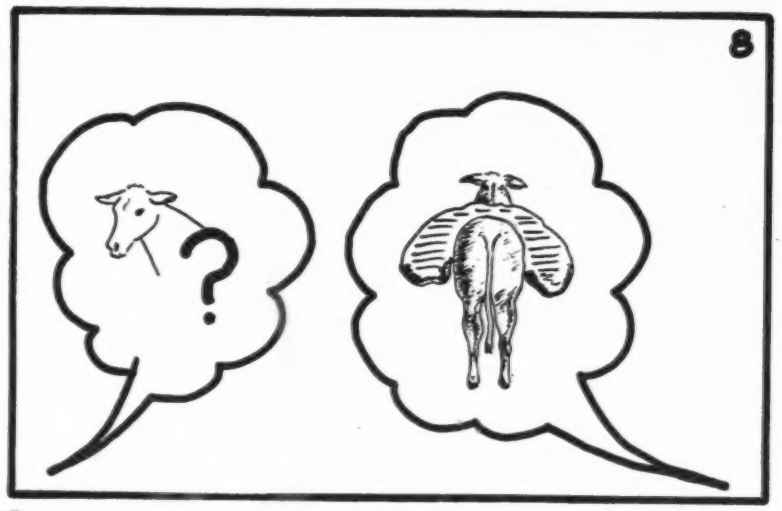
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?

1. Is Gesuga a Masai?

   Yes, he lives near Kijabe.

2. Does he have relatives?

   He is rich, he has six wives.

3. Does he break the law marrying six wives?

   The Masai allow one to have many wives.

4. What work does Gesuga do?

   He raises cattle and donkeys.

5. Where does he graze these animals?

   He grazes his cattle and donkeys in the bush.

6. Do cattle bring profit to the Masai?

   The cattle give milk and blood for food.

7. In what way do they use the blood?

   They mix it with the milk.

8. Of what use (profit) is the donkey?

   This animal helps carry loads.

Step 1.

1. Drills on /ŋ/ (ng') sound.

a. Repetition Drill

Ana ng'ombe wanane.

sita, -nne, tisa.

Wanalisha ng'ombe wengi.

fuga, weka, leta.

Ng'ombe hawa ni wazuri.

-kubwa, -engi, -dogo.

Substitution Drill

sita: Ana ng'ombe -----.

-nne, tisa, sita.

wanafuga: ----- ng'ombe wengi.

lisha, weka, leta.

-dogo: Ng'ombe hawa ni -----.

-kubwa, -engi, -zuri.

2. Drills on /ñ/ sound.

a. Repetition Drill

Mnyama mkali anakuja.

-dogo, -kubwa, -ingine.

Mnyama anakunywa maji.

sisi, Karanja, swala.

Anapika nyama na nyanya.

nunua, taka, chukua.

Substitution Drill

-kubwa: Mnyama ----- anakuja.

-kali, -dogo, -ingine.

sisi: ----- tunakunywa maji.

Karanja, swala, wanyama.

anataka: ----- nyama na nyanya.

pika, nunua, chukua.

3. Drills on /ñ/, /ŋ/, /d'/ sounds.

a. Repetition Drill

Gesuga ameoa wake wanne.

sita, -moja, tatu.

Ng'ombe ana pembe.

mbuzi, swala, wanyama.

Huyu ana jirani vilevile.

hawa, mimi, wale.

Substitution Drill

sita: Gesuga ana wake -----.

-moja, -tatu, -nne.

ng'ombe: ----- ana pembe.

mbuzi, swala, wanyama.

hawa: ----- wana jirani vilevile.

huyu, mimi, wale.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 25

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wewe una wake wangapi?
2nd: Nina wake sita.

Mmasai, ninyi, walimu.

b. 1st: Ng'ombe ana faida gani?
2nd: Anatoa maziwa.

mbuzi, wanyama.

c. 1st: Nani alivunja sheria.
2nd: Mwivi alivunja sheria.

wewe, mimi, hawa.

d. 1st: Mnafuga punda pia?
2nd: Ndio, tunafuga punda.

weka, lisha, taka.

e. 1st: Punda watabeba mizigo?
2nd: Ndio, watabeba mizigo.

ninyi, sisi, wewe.

5th PERIOD RECOMBINATION DRILL LESSON 25

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wamasai wanakula mikate?
La, wanakula nyama.

ninyi, huyo, wewe.

b. Mnyama huyu ana faida?
Ndio, anasaidia sana.

watu, mishale, wanafunzi.

c. Kinywaji chao ni chai?
La, ni maziwa.

-ake, -enu, -ako.

d. Umekula nini?
Nimekula nyama.

nunua, pata, leta.

e. Wamasai wanakunywa nini?
Wanakunywa maziwa.

ninyi, wewe, Gesuga.

f. Umesikia amri ya Koplo?
Ndio, nimesikia.

ripoti, sheria.

g. Koplo ametoa amri gani?
Amesema tutaondoka kesho.

Sajini, wewe, walimu.

h. Ng'ombe mmoja bei gani?
Ni shilingi mia mbili.

chombo, mtumbwi, mnyama.

i. Shilingi ngapi mbuzi huyu?
Ni shilingi themanini.

hawa, -moja, -wili.

j. Amepanda mibuni mingapi?
Amepanda mibuni mia tano.

-tatu, sita, tisa.

k. Masai wanakaa hapa.

simba, wageni, sisi.

1. Yeye ana jirani vilevile.

hawa, mimi, Karanja.

m. Tunalisha ng'ombe porini.

peleka, weka, fuga.

n. Mnyama huyu ana pembe.

wanyama, mbuzi, ng'ombe.

o. Punda wanabeba mizigo.

sisi, wewe, yeye.

p. Huyo amevunja sheria.

mimi, hao, ninyi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wamasai wengi wanakaa chini ya milima karibu na Kijabe. Wengine ni tajiri zaidi na wanafuga ng'ombe wengi sana.

Gesuga ni Mmasai mmoja tajiri. Ameoa wake sita na ana watoto ishirini na wawili. Kwa sheria ya Wamasai ana ruhusa kuoa wake wengi. Vilevile ana ng'ombe wengi, hata na punda na mbuzi. Watoto wake wakubwa ni vijana hodari. Wanasaidia kulisha ng'ombe porini. Kila mmoja anashika mkuki wa kufukuza simba.

Wanyama hawa ni wenye faida kwa Gesuga. Ng'ombe anatoa maziwa. Wamasai wanakata ng'ombe kidogo na halafu wanatoa damu kidogo. Damu wanachanganya na maziwa kwa chakula chao. Ng'ombe na mbuzi wanafaa kwa nyama kuuza kwa watu. Hata ngozi inafaa kutengeneza viatu. Punda ni mnyama mwingine wa faida. Anasaidia kubeba mizigo.

Step 2. Questions based on the above narration:

Wamasai wanakaa wapi?
Wanafanya kazi gani?
Wana ng'ombe wengi?

Gesuga ana ng'ombe wengi?
Ana wake wangapi?

Wamasai wanaruhusu kuoa wake wengi?
Gesuga ana watoto wangapi?
Vijana wanasaidia kufanya nini?
Mikuki yao ni kwa faida gani?
Gesuga ana ng'ombe tu?

Ng'ombe analeta faida gani?
Wamasai wanafanya nini na damu?
Wanyama kama ng'ombe na mbuzi wanafaa kwa nyama?
Ngozi inafaa kwa nini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

The initial /ŋ/ is found in Swahili but not in English. It is the same sound as the 'ng' in 'singing'. The trick is to be able to start a word with this sound. Concentrated practice will be necessary in the beginning in pronouncing a word like:

ng'ombe /ŋómbe/ (cow, cattle)

II. Language Structure

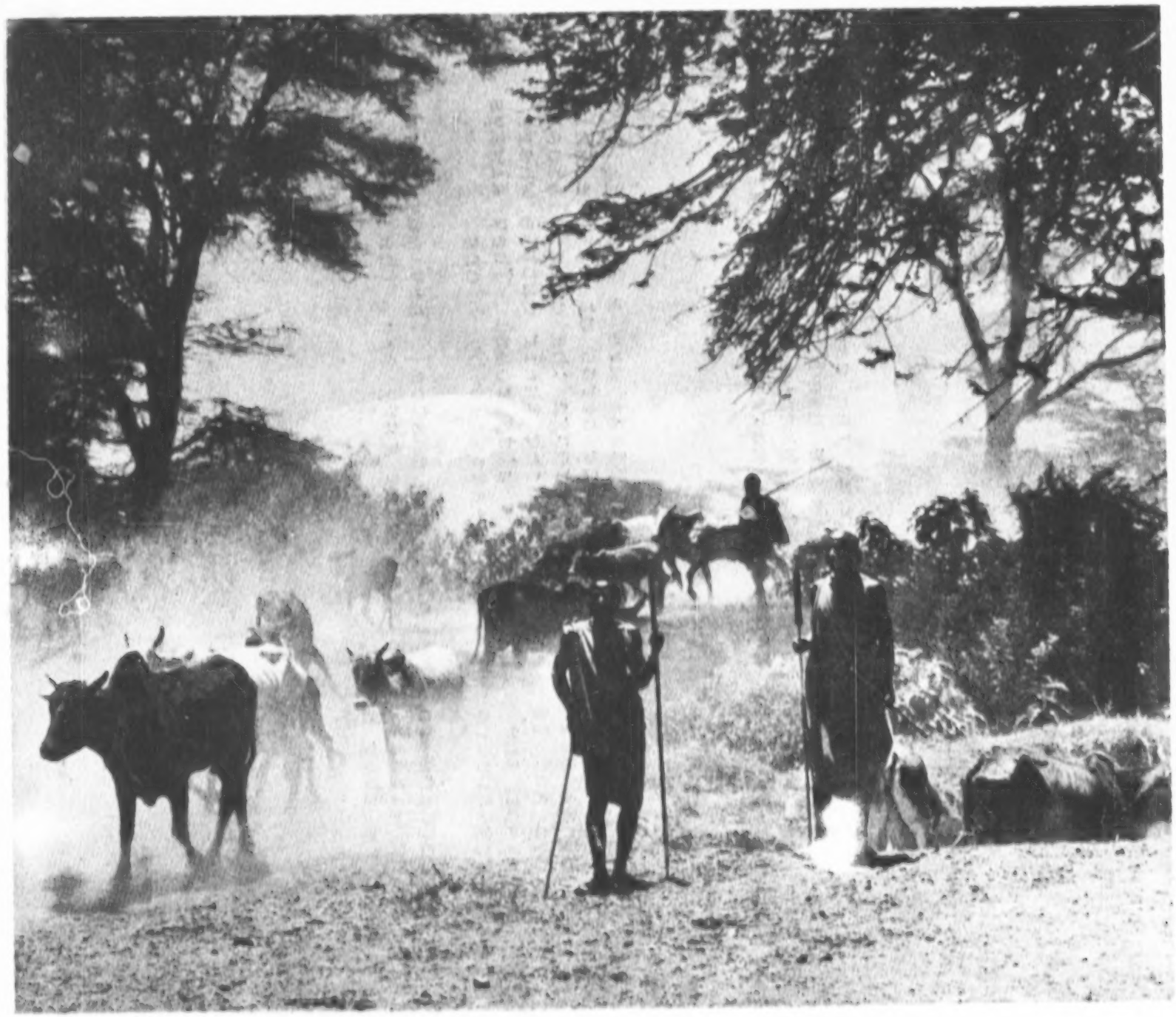
Generalization.

A note might be made about the use of the word 'kuoa' (to marry). This is used only when referring to men marrying. When a woman gets married, the word 'kuolewa' (to be married) is used.

III. Cultural Note

As mentioned before, the Masai are a nomadic tribe living mainly off the large herds of cattle which they raise. They roam through the open plains in Kenya and Tanganyika herding their cattle where many of the wild animals also roam. They always carry spears in case of attacks by lions.

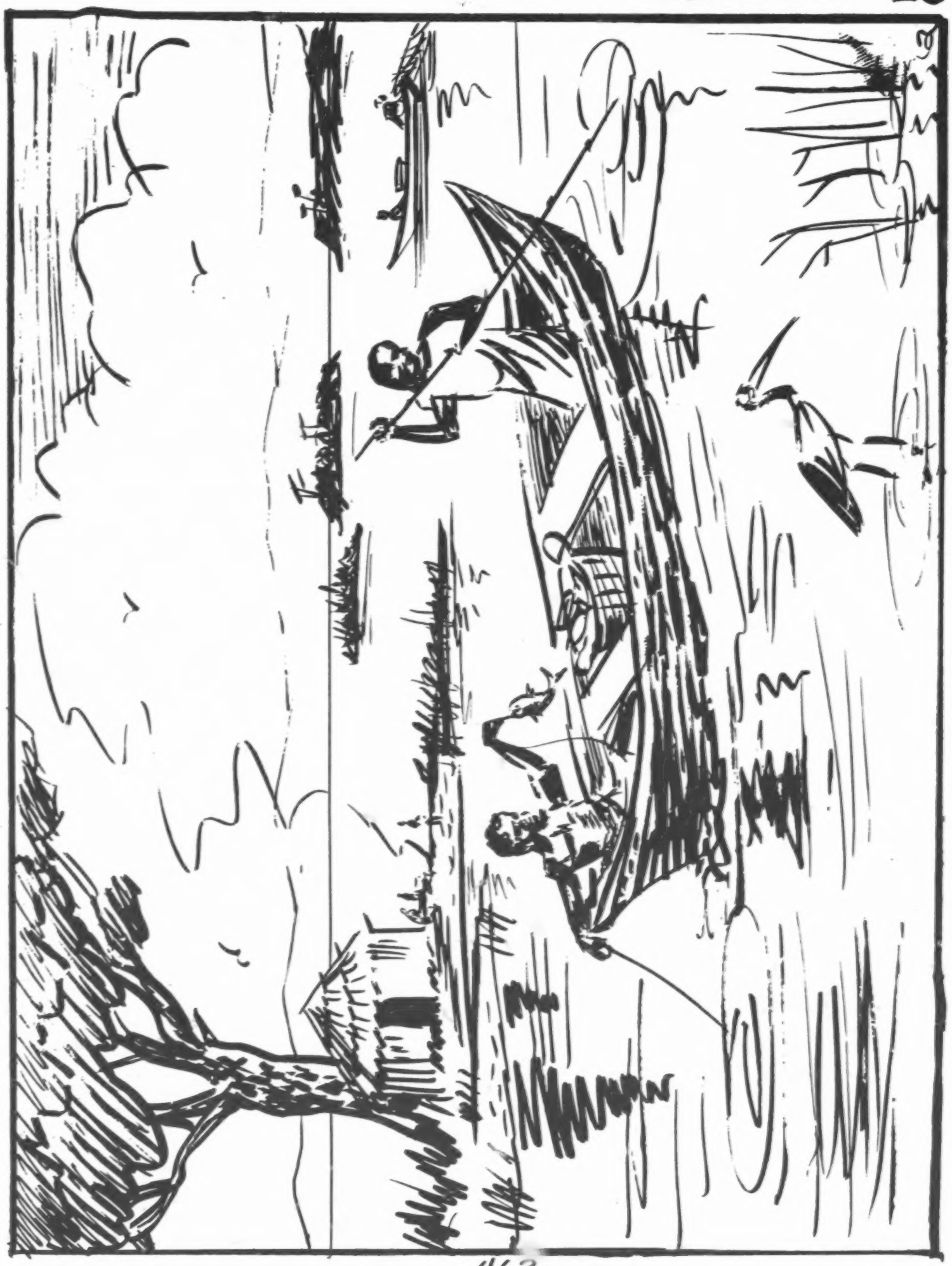
According to their tribal custom, they may marry many wives. The wealthier they are, the more wives they have.



Masai herdsmen with cattle at Amboseli.

SWAHILI BASIC COURSE

LESSON 26



1. EXPRESSON STRUCTURE

a. Phonemes: As the possessive pronouns begin with a vowel, the subject prefixes which are added undergo phonetic changes.

b. Morphemes: Use of possessive pronouns.

c. Syntax: The possessive pronoun follows the thing possessed. This is the opposite of English.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Fishermen at the lake shore.

b. Cultural item: Some aspects of fishing by native fishermen on inland lakes.

c. Lexical items:

kijana	(youth)	ziwa	(lake)
vua samaki	(fish, v.)	vuka	(cross over)
samaki	(fish)	wiki	(week)
mtumbwi	(boat)	ugali	(mush)
mvuvi	(fisherman)	kausha	(dry, v.)
fanana	(alike)	-angu	(my, mine)
tofauti	(different)	-ako	(your, yours)
endesha	(drive, make go, propel)	-ake	(his, her)
		-etu	(our)
ogelea	(swim)	-enu	(yours, pl.)
		-ao	(their)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on possessive pronouns.

a. Mtoto wangu. Watoto wangu.
Huyu ni mtoto wangu. Hawa ni watoto wangu.
Mkono wangu. Mikono yangu.
Kisu changu. Visu vyangu.

b. Mtoto wako. Watoto wako.
Mguu wako. Miguu yako.
Chombo chako. Vyombo vyako.

c. Mke wake. Wake zake.
Mtoto wake. Watoto wake.
Mtumbwi wake. Mitumbwi wake.
Kikombe chake. Vikombe vyake.

d. Mtoto wetu. Watoto wetu.
Mji wetu. Miji yetu.
Kiwanja chetu. Viwanja vyetu.

e. Mtoto wenu. Watoto wenu.
Mfuko wenu. Mifuko yenu.
Kikapu chenu. Vikapu vyenu.

f. Mtoto wao. Watoto wao.
Mkeka wao. Mikeka yao.
Kikosi chao. Vikosi vyao.

2. General drills.

a. Kijana huyu.	Vijana hawa.
Kijana hodari.	Vijana hodari.
Kijana mwema.	Vijana wema.
b. Anaogelea ziwani.	Anavua samaki.
Anacheza majini.	Anakausha samaki.
Anavuka ziwa.	Anauza samaki.
c. Mvuvi ni mtu.	Wavuvi ni watu.
Mvuvi anavua samaki.	Wavuvi wanavua samaki.
Mvuvi anakamata samaki.	Wavuvi wanakamata samaki.
d. Mitumbwi inafanana.	Anakula samaki.
Mitumbwi inafaa.	Anakula ugali.
Mitumbwi ni tofauti.	Anaendesha mtumbwi.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Jambo Otieno, kijana huyu ni mtoto wako?
   Ndio, anasaidia kuvua samaki.

2. Wavuvi wengine wana mitumbwi yao?
   Kila mvuvi ana mtumbwi wake.

3. Mitumbwi yenu inafanana sana?
   Ndio, lakini mingine ni tofauti.

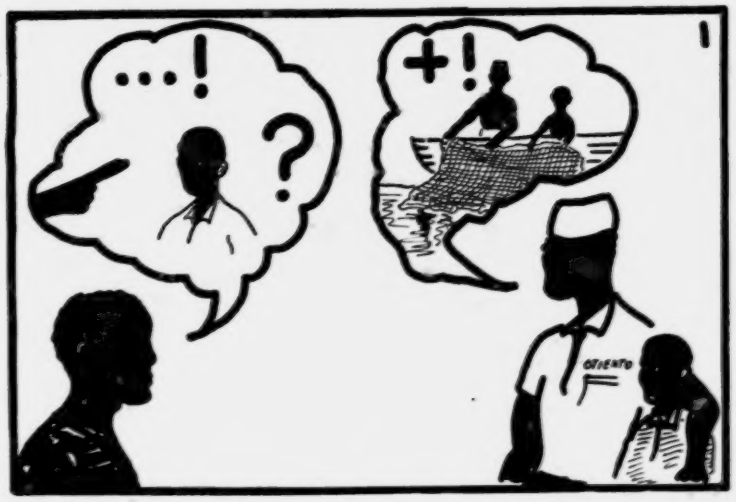
4. Watoto wenu wanapenda kuendesha mitumbwi?
   Wanapenda hata kuogelea ziwani.

5. Vyombo vyenu ni salama kuvua samaki?
   Vyombo vyetu vinaweza kuvuka hata ziwa.

6. Mnavua samaki wengi kila wiki?
   Ndio, na tunapeleka samaki wetu sokoni.

7. Mnatumia samaki nyumbani?
   Ndio, ugali na samaki ni chakula chetu.

8. Mnakausha samaki vilevile?
   Ndio, tunakausha samaki katika jua.



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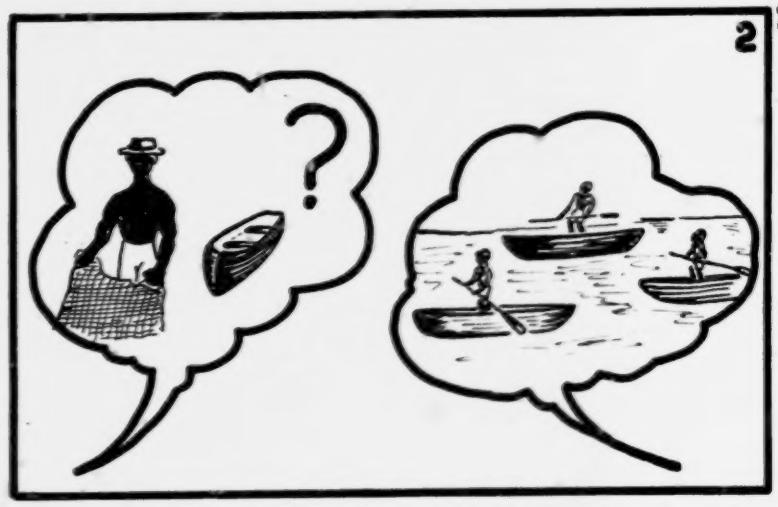

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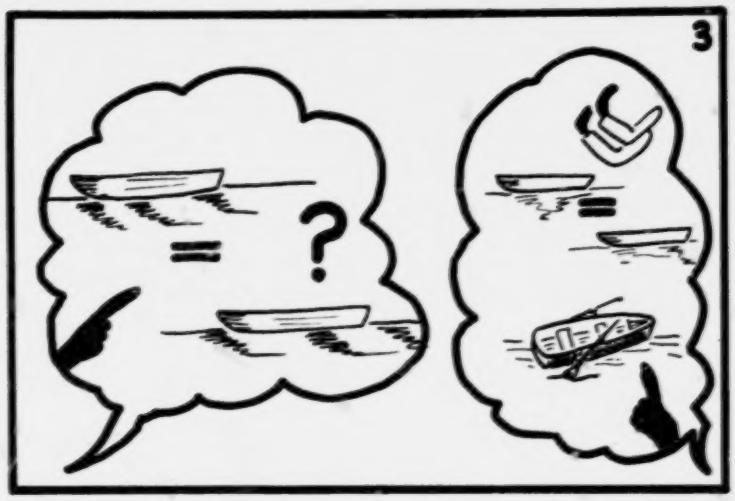

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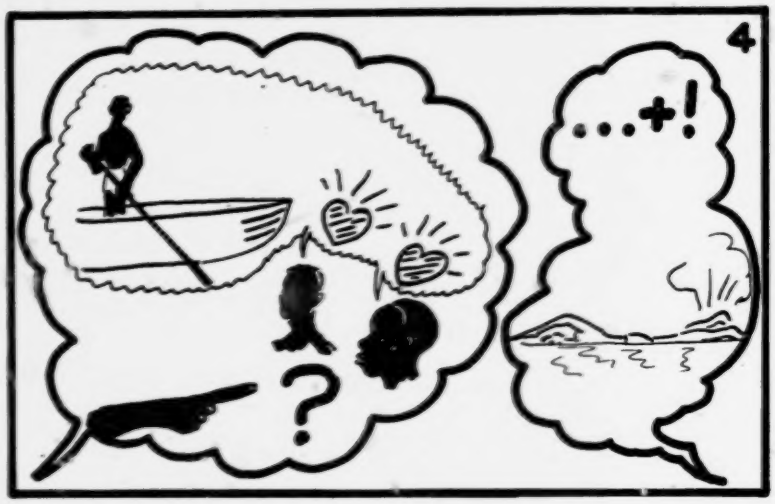

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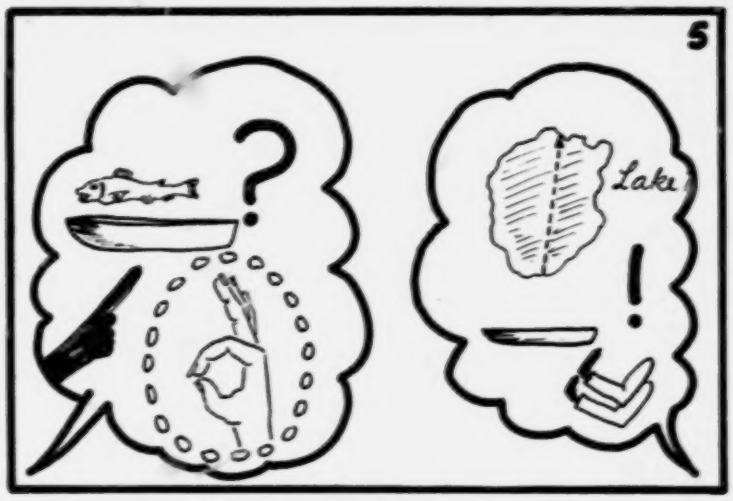

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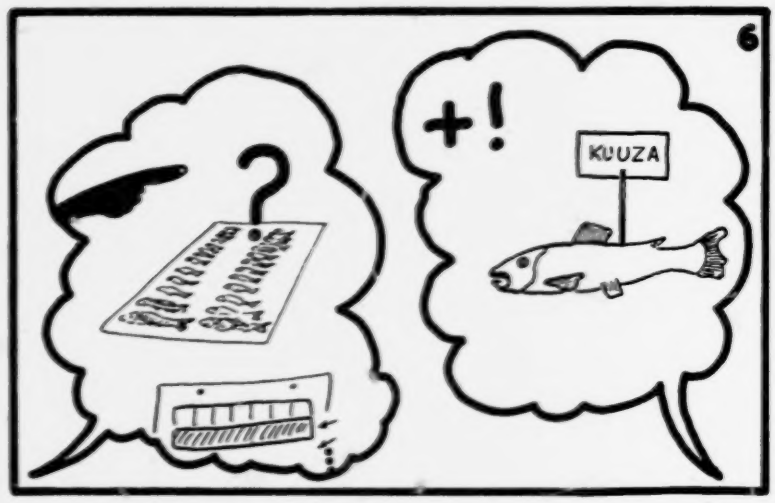

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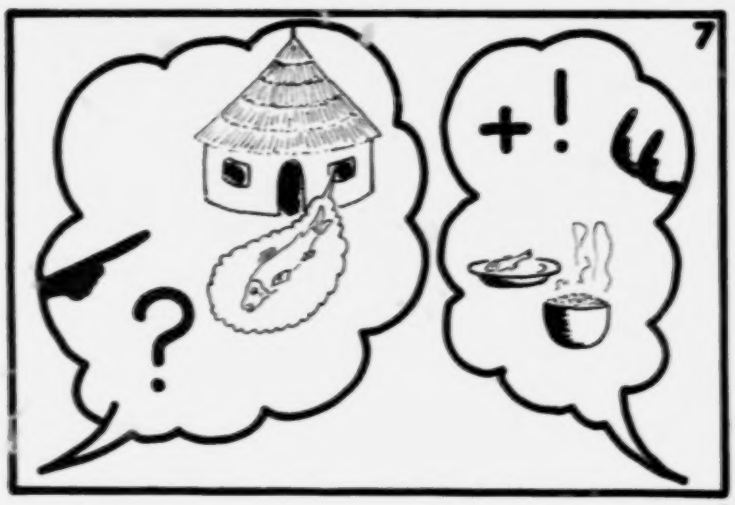

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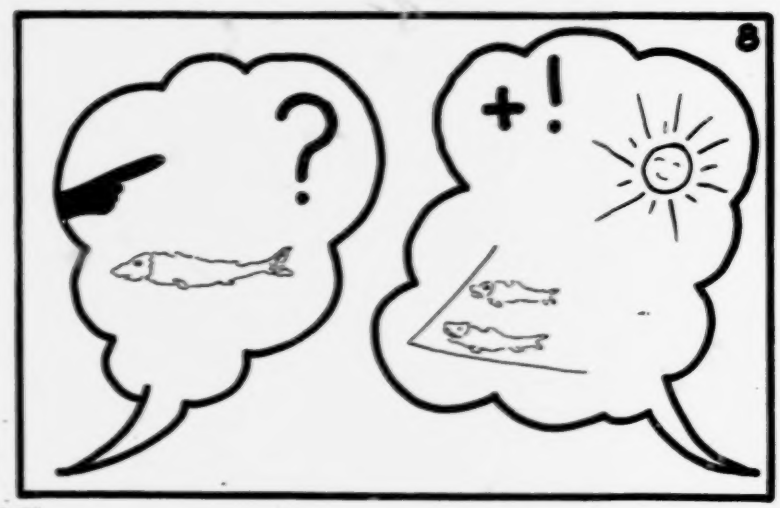


8

1. Hello Otieno, is this youth your child?
   Yes, he's helping me catch fish.

2. Do other fishermen have their boats?
   Every fisherman has his boat.

3. Are your boats very much alike?
   Yes, but others are different.

4. Do your children live to drive (row) the boats?
   They do, and also like to swim in the lake.

5. Are your vessels safe for going out to fish?
   Our vessels can even cross the lake.

6. Do you catch many fish every week?
   Yes, and we take our fish to market.

7. Do you use the fish at home?
   Yes, mush and fish is our food.

8. Do you also dry the fish?
   Yes, we dry the fish in the sun.

Step 1.

1. Drills on possessive pronouns.

a. Repetition Drill

Vijana wangu wameondoka.

-enu, -ao, -ako, -ake.

Mvuvi wako atarudi.

-angu, -ake, -etu, -enu.

Wanavua samaki wao.

-etu, -enu, -angu.

Substitution Drill

-ao: Vijana ----- wameondoka.

-enu, -angu, -ako, -ake.

-angu: Mvuvi ----- atarudi.

-ako, -ake, -etu, -enu.

-enu: Wanavua samaki -----.

-etu, -ao, -angu.

b. Repetition Drill

Nimeleta kikapu changu.

-ako, -ake, -etu.

Amechukua viko vyao.

-enu, -ako, -ake, -etu.

Viatu vyake vinapendeza.

-angu, -ao, -etu.

Substitution Drill

-ake: Nimeleta kikapu -----.

-etu, -ako, -angu.

-enu: Amechukua viko -----.

-enu, -ako, -ake, -etu.

-ao: Viatu ----- vinapendeza.

-angu, -etu, -ake.

c. Repetition Drill

Mitumbwi yake si mizuri.

-ako, -angu, -enu.

Tutaendesha mtumbwi wake.

-ao, -enu, -ako.

Mishale hii ni yangu.

-ako, -enu, -ao, -etu.

Substitution Drill

-ako: Mitumbwi ----- si mizuri.

-ake, -angu, -enu.

-enu: Tutaendesha mtumbwi -----.

-ao, -ako, -ake.

-ako: Mishale hii ni -----.

-angu, -enu, -ao, -etu.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 26

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Watoto wanavua samaki?
2nd: Ndio, wanavua samaki.

mvuvi, rafiki, dada.

b. 1st: Mitumbwi yenu inafanana?
2nd: La, mitumbwi yetu ni tofauti.

vikapu, samaki, ng'ombe.

c. 1st: Vyombo vyenu ni salama?
2nd: Vyombo vyetu ni salama.

mikuki, watoto, mgeni.

d. 1st: Wavuvi wana mitumbwi mingapi?
2nd: Wana mitumbwi mitatu.

samaki, vyombo, watoto.

e. 1st: Chombo hiki ni chako?
2nd: Ndio, ni changu.

mtoto, mitumbwi, watoto.

Note: If facilities are available this period can be scheduled for a language lab course.

a. Mlipata samaki wangapi?
Tulipata samaki arobaini.

mitumbwi, vyombo, mikeka.

b. Samaki kumi wanatosha?
La, tunahitaji thelasini.

kumi na -nne, ishirini na tatu, kumi na sita.

c. Huu ni mtumbwi wako?
Huo ni mtumbwi wangu.

mikeka, samaki, mke.

d. Viatu vyako ni virefu.
La, ni vifupi.

-angu, -ake, -ao.

e. Watoto hawa ni wako?
Ndio, ni wangu.

vitu, mishale, samaki.

f. Vikapu vyake vinatosha?
Vinatosha kabisa.

-tano, sita, -nne.

g. Mikuki yenu ni ile?
La, mikuki yetu si ile.

vijiko, kiko, mtumbwi.

h. Wageni wao wanalala?
La, wanakula sasa.

-enu, -etu, -ako.

i. Ng'ombe wenu ni mkubwa?
La, ni mdogo tu.

-ako, -ao, -ake.

j. Ulikausha samaki wako?
Ndio, nilikausha wote.

viatu, mikeka, kiatu.

k. Wanavua samaki kila siku.

saa, wiki, mwaka.

1. Huyu ni mvuvi hodari.

Maina, sisi, yeye.

m. Watoto wao wanaogelea.

-angu, -ote, -tano.

n. Tutapika ugali kesho.

jioni, leo, kesho kutwa.

o. Kesho tutapika ugali.

leo, jioni, asubuhi.

p. Tutakula ugali kesho.

jioni, asubuhi, leo.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Otieno ni mvuvi na anakaa kando ya ziwa kubwa Viktoria, nchi ya Kenya. Wavuvi wengi wanakaa pale na wanavua samaki kila siku. Kijana hodari ni mtoto wa Otieno. Yeye anasaidia baba yake kuvua samaki. Anapenda kuendesha mtumbwi wao vilevile.

Kila mvuvi ana mtumbwi wake. Chombo hicho kinafaa kwa kukamata samaki hata kuvuka ziwa. Mitumbwi ya wavuvi wengine ni tofauti kidogo, lakini si sana. Watoto wanapenda sana kucheza majini, hata kuogelea.

Kila wiki wavuvi wanakamata samaki wengi. Halafu wanapeleka samaki sokoni. Watu wengi watanunua samaki. Otieno anapenda kukausha samaki juani. Mke wake anapenda kutumia samaki kwa chakula pamoja na ugali. Samaki ni chakula kizuri. Je, wewe unapenda kula samaki vilevile?

Step 2. Questions based on the above narration:

Nani ni mvuvi?
Kazi ya mvuvi ni kufanya nini?
Ziwa Viktoria ni katika nchi gani?

Kijana ni mtoto wa nani?
Anasaidia kufanya nini?

Nani anapenda kuendesha mitumbwi?
Mtumbwi ni chombo salama kwa wavuvi?
Wataweza kuvuka ziwa katika mitumbwi?
Nani anaogelea majini?
Nani anapenda kucheza majini?

Wavuvi wanakamata samaki wengi?
Wanapeleka wapi samaki?
Otieno anafanya nini na samaki juani?
Mama anapenda kufanya nini na samaki?
Samaki ni chakula kizuri?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

The possessive pronouns all begin with a vowel. As they are in the category of pronouns the subject prefixes are added, and not the concordial prefixes used with nouns and adjectives. The phonetic changes will be as follows:

M-Wa class (yu-wa)

	s.		pl.	
my	yu-angu	> wangu	wa-angu	> wangu
your	yu-ako	> wako	wa-ako	> wako
his	yu-ake	> wake	wa-ake	> wake
our	yu-etu	> wetu	wa-etu	> wetu
your	yu-enu	> wenu	wa-enu	> wenu
their	yu-ao	> wao	wa-ao	> wao

Ex. Mtoto wangu. Watoto wangu.

M-Mi class (u-i)

u-angu > wangu i-angu > yangu

Ex. Mkono wangu. Mikono yangu.

Ki-Vi class (ki-vi)

ki-angu > changu vi-angu > vyangu

Ex. Kisu changu. Visu vyangu.

II. Language Structure

The prefixes with regard to possessive pronouns have been explained above. Make a note again that it is the subject prefixes which are used with pronouns, and not the adjectival concordial prefixes. There are some differences between these.

Note that possessive pronouns follow the item possessed, and does not precede as is the case in English. Thus:

My child in Swahili would be: 'child my'.
(mtoto wangu)

III. Cultural Note

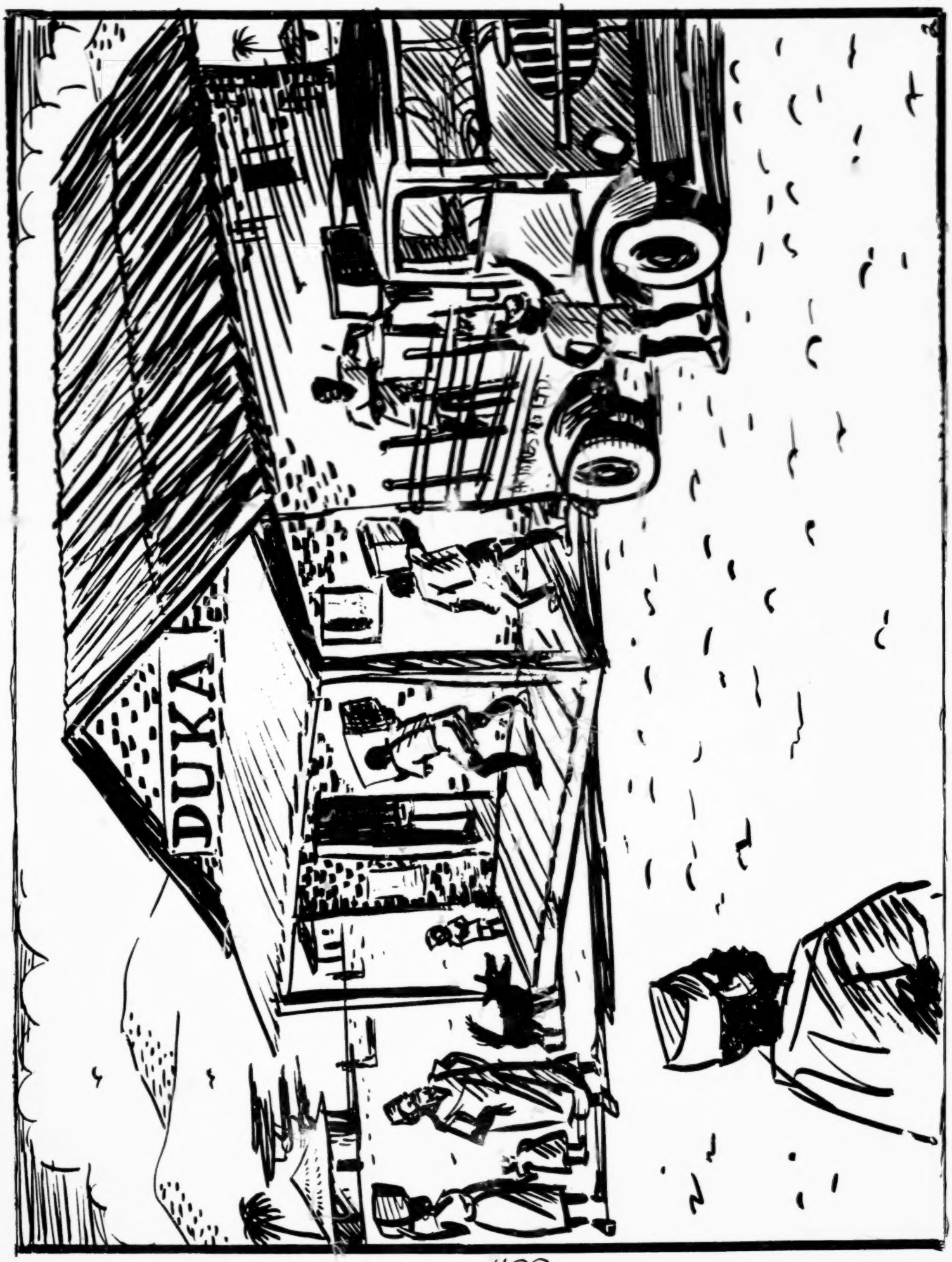
The dialogue reflects a small fishing scene from among the Luo people living on the East shore of Lake Victoria.

Fishing among the lake people is an important industry. Much of it is still done the old fashioned way, using small boats and canoes. The fish are caught in nets and fish traps. The commonest fish there is the tilapia. This is a medium size fish smaller than a salmon.

Fish figures heavily in the diet of these people. Most of them are dried in the sun and then taken to market. Fishing has its adventures too, since there are crocodiles and hippos in this lake as well.

SWAHILI BASIC COURSE

LESSON 27


DUKA

1. EXPRESSION STRUCTURE

a. Phonemes: (i) Modified prefixes due to initial vowel in the word '-enye'.

(ii) The cluster /mbw/ in the word 'mbwa'. Furthermore the initial /m/ is stressed.

b. Morphemes: (i) Use of '-enye' in forming adjectives.

(ii) The formation of '-enyewe' and 'mwenyeji' from '-enye'.

c. Syntax: Nothing new.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) The small shopkeeper gets supplies.

b. Cultural item: Set-up of the small shopkeeper.

c. Lexical items:

mwenyeji	(native,resident)	jaa	(be full)
lori	(truck, lorry)	mbwa	(dog)
-nene	(fat, thick)	-aminifu	(faithful)
inua	(lift up)	kelele	(noise)
-zito	(heavy)	piga kelele	(to make a noise)
nguvu	(power,strength)		
kazana	(try hard)	tisha	(frighten,scare)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on '-enye' words.

a.

Mtu mwenye duka.	Yeye ni mwenye duka.
Watu wenye mizigo.	Mwenye lori amefika.
Mlango mwenye rangi.	Chombo chenye nguvu.
Milango yenye rangi.	Vyombo vyenye nguvu.

b.

Amefika mwenyewe.	Mtu mwenye mbwa.
Wamefika wenyewe.	Watu wenye pesa.
Mwenye duka ni mwenyewe.	Wao wenyewe.
Yeye ni mwenyeji pia.	Sisi wenyewe.

2. Drills on new adjectives.

a.

Watu wanene.	Mbwa mwaminifu.
Mtu mnene.	Mbwa mweusi.
Mwenyeji mnene.	Mbwa mkali.
Mzigo mzito.	Mtu mwenye nguvu.
Mizigo mizito.	Watu wenye nguvu.

3. Drill on new verbs.

a.

Anainua mizigo.	Anapiga kelele.
Anainua kwa nguvu.	Analinda duka.
Anakazana sana.	Wanapanga mizigo.
Anatisha wevi.	Lori imejaa mizigo.
Kikombe kimejaa.	Nyumba imejaa vitu.

b.
Wenyeji wanainua.	Mbwa wawili.
Wanainua kwa nguvu.	Mbwa waminifu.
Wao wanakazana.	Mbwa wanalala karibu.
Watu wanene wanasaidia.	Mbwa wanalinda usiku.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Mtu yule mwenye viatu ni nani?
   Huyo ni mwenye duka.

2. Yeye ni mwenyeji wa hapa?
   Ndio, na ameleta mizigo katika lori.

3. Watu wale wanene wanafanya nini?
   Wanainua mizigo mizito.

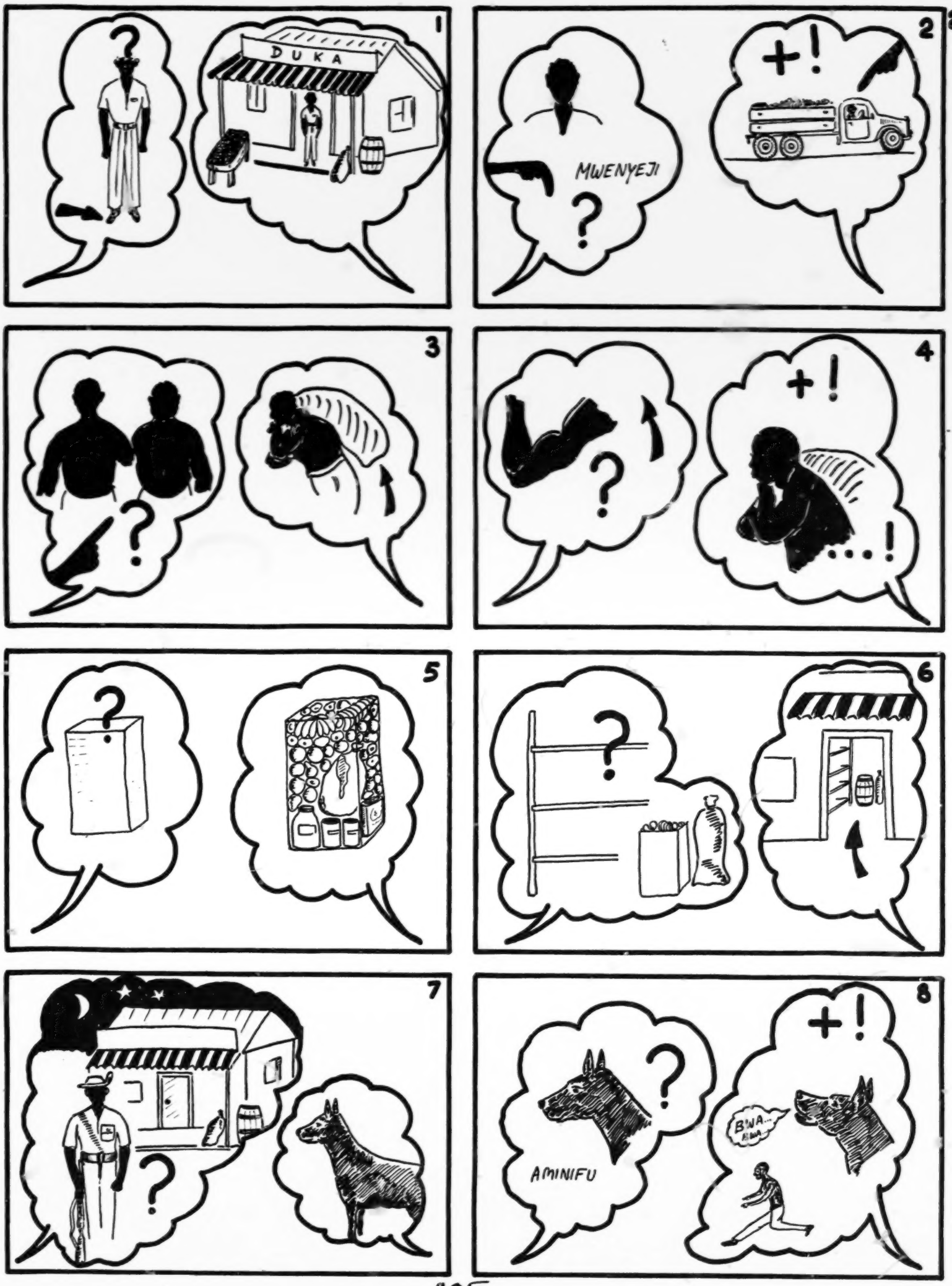
4. Wanainua kwa nguvu, sivyo?
   Ndio, wanakazana sana.

5. Chombo kile kimejaa nini?
   Kimejaa vyakula mbalimbali.

6. Mizigo ile yote wataweka wapi?
   Watapanga mizigo katika duka.

7. Nani atalinda mizigo usiku?
   Mbwa yule mweusi atalinda mizigo.

8. Yeye ni mbwa mwaminifu?
   Ndio, na anapiga kelele kutisha wevi usiku.


1
DUKA
2
MWENYEJI
+!
3
4
+!
...!
5
6
7
8
+!
AMINIFU
BWA...

1. Who is that man with the shoes on?

   That is the owner of the shop.

2. Is he a native here?

   Yes, and he has brought goods in a lorry (truck).

3. What are those fat (hefty) people doing?

   They are lifting heavy loads.

4. They are lifting with strength, aren't they?

   Yes, they are trying very hard.

5. What is that container full of?

   It is full of various foods.

6. Where will they put all those loads?

   They will arrange (store) them in the shop.

7. Who will guard the loads at night?

   That black dog will watch the loads.

8. Is he a faithful dog?

   Yes, and he will bark (make a noise) to frighten the thieves at night.

Step 1.

1. Drills on '-enye'.

a. Repetition Drill

Mtu mwenye duka amefika.

watu, mvuvi, wanawake.

Leteni kikapu chenye maharagwe.

vikapu, mfuko, mifuko.

Tutaona mtoto mwenyewe.

kiatu, vitanda, mkeka, mikate.

Substitution Drill

mvuvi: ----- mwenye duka amefika.

mtu, watu, wanawake.

mfuko: Leteni ----- wenye maharagwe.

vikapu, mifuko, kikapu.

mikate: Tutaona ----- yenyewe.

mtoto, mkeka, vitanda, kiatu.

2. Drills on new adjectives.

a. Repetition Drill

Mtu mnene anainua mzigo.

watu, wanaume, kijana.

Wanainua mizigo mizito.

samaki, mtumbwi, vikapu.

Mbwa mwaminifu ameondoka.

kijana, wanafunzi, walimu.

Substitution Drill

watu: ----- wanene wanainua mizigo.

mtu, wanaume, kijana.

samaki: Wanainua ----- wazito.

mizigo, mtumbwi, vikapu.

wanafunzi: ----- waaminifu wameondoka.

kijana, walimu, mbwa.

3. Drills on new verbs.

a. Repetition Drill

Wanainua kwa nguvu.

sukuma, vuta, pigana.

Vijana walikazana sana.

fanya bidii, endelea, furahi.

Mbwa atapiga kelele.

mwanamke, wewe, sisi.

Substitution Drill

wanasukuma: ----- kwa nguvu.

vuta, pigana, inua.

waliendelea: Vijana ----- sana.

fanya bidii, furahi, kazana.

mwanamke: ----- atapiga kelele.

wewe, sisi, mbwa.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 27

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Yule mwenye viatu ni nani?
2nd: Huyo ni mwenyeji wa hapa.

hawa, huyu, wale.

b. 1st: Watu wanene wanafanya nini?
2nd: Wanainua mizigo.

vijana, wevi, mkulima.

c. 1st: Wanakazana kuinua mizigo?
2nd: Ndio, wanakazana sana.

mfuko, kikapu, mlango.

d. 1st: Chombo hiki kimejaa nini?
2nd: Kimejaa vyakula.

vikapu, mifuko, mfuko.

e. 1st: Mtu gani atatunza mizigo?
2nd: Mtu mwaminifu atatunza mizigo.

askari, mbwa, walinzi.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mwenye viatu amerudi?
Ndio, mwenye viatu amerudi.

mkuki, mtumbwi, lori.

b. Wenyeji wangapi wataondoka?
Wenyeji wanne wataondoka.

wakulima, daktari, mbwa.

c. Huyu ni mbwa wake?
Huyo ni mbwa wake.

chombo, mitumbwi, watoto.

d. Watoto hawa ni wako?
Ndio, ni wangu.

mishipi, vitambaa, mbwa.

e. Atatunza mizigo yenu?
Ndio, atatunza mizigo yetu.

vitu, mbwa, kitabu.

f. Huyu ni mbwa mwaminifu?
La, huyu si mbwa mwaminifu.

watu, wavuvi, mkulima.

g. Mbwa huyu ni mwaminifu?
Ndio, ni mwaminifu.

kijana, daktari, mtu.

h. Mvuvi analala?
La, anavua samaki.

Ali, watoto, baba.

i. Nani anaendesha mtumbwi?
Mvuvi anaendesha mtumbwi.

tengeneza, leta, taka.

j. Wamechukua mizigo yao?
Ndio, wamechukua yote.

vitambaa, wanyama, mikeka.

k. Mwenye duka ameondoka.

kuja, lala, rudi.

l. Mimi ni mwenyeji wa Kenya.

hawa, huyo, sisi.

m. Watu wanene wanainua mizigo.

-refu, -engi, -ote.

n. Chombo kimejaa vyakula.

vikapu, mifuko, nyumba.

o. Mbwa alitisha mwivi.

fuata, fukuza, ona.

p. Wenyeji wote watafika.

rudi, ondoka, kwenda.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Watu wengi wanafika dukani kununua vyakula vya kila aina. Wengine wanataka matunda, mkate, viazi, kahawa au chai. Wengine labda watataka nyama, maziwa, au samaki.

Mwenye duka anakaa hapa karibu. Jana alikwenda mjini kununua vitu vya kuuza dukani. Leo lori imefika na imejaa mizigo mingi. Watu wanene wenye nguvu wanainua mizigo na wanapanga dukani. Mizigo ni mizito na watu hawa wanakazana sana. Mwenye duka ni mwenyeji wa hapa.

Katika mizigo ni vyakula mbalimbali. Usiku mwenye duka atafunga mlango na mbwa wake atalala karibu. Huyo ni mbwa mweusi, mkubwa na mwaminifu. Anaweza kuwa mkali sana. Kama wevi watafika usiku, mbwa atapiga kelele sana kutisha wevi. Wevi wataogopa na watakimbia.

Step 2. Questions based on the above narration:

Watu wanatafuta nini dukani?
Wengine wanataka kununua nini?
Wataweza kupata kahawa na chai?
Mwenye duka anakaa wapi?
Alikwenda wapi jana?

Alifanya nini mjini?
Lori imeleta nini?
Nani anainua mizigo mizito?
Wanapanga wapi mizigo?
Mwenye duka ni mwenyeji?

Vyakula mbalimbali ni wapi?
Nani atafunga mlango usiku?
Nani atalala karibu?
Nani atapiga kelele usiku?
Wevi wataogopa na watafanya nini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

a. The word '-enye' expresses the idea of: having, owning, or becoming. The initial vowel causes changes when prefixes are added. Subject prefixes are used as with the possessive pronouns, except for the Living Beings class singular, 'MW'. Refer back to Lesson 26.

b. From the above the word 'mwenyeji' has been formed. This has two sounds not common to English, the /ñ/ and /d'/. This word requires careful practice, /mweñéd'i/.

II. Language Structure

a. Generalization on the past tense, prefix LI. See Lesson 12 for details.

b. The word '-enye' should be treated as a pronoun rather than an adjective. The prefixes are pronominal, except the singular of the Living or M-Wa class, which is 'mw-'.

c. The following forms have developed from '-enye'.

'-enye' = having. Mtu mwenye nguvu.
(The person having power.)
(The powerful person.)

'-enyewe' = self, be himself, etc.
Alifaulu mwenyewe.
(He succeeded by himself.)

mwenyeji = native, resident.
Wenyeji wa Kenya.
(Natives (residents) from Kenya.)

III. Cultural Note

The small shop owner living in more remote villages has a problem sometimes in getting his supplies. During the rainy seasons the unpaved roads become very

muddy and almost impassable. Thus the trucks with supplies, or lorries, may not get through. Usually the shop owner hires a lorry and goes to a bigger city to get supplies which may last him 3 - 4 weeks.

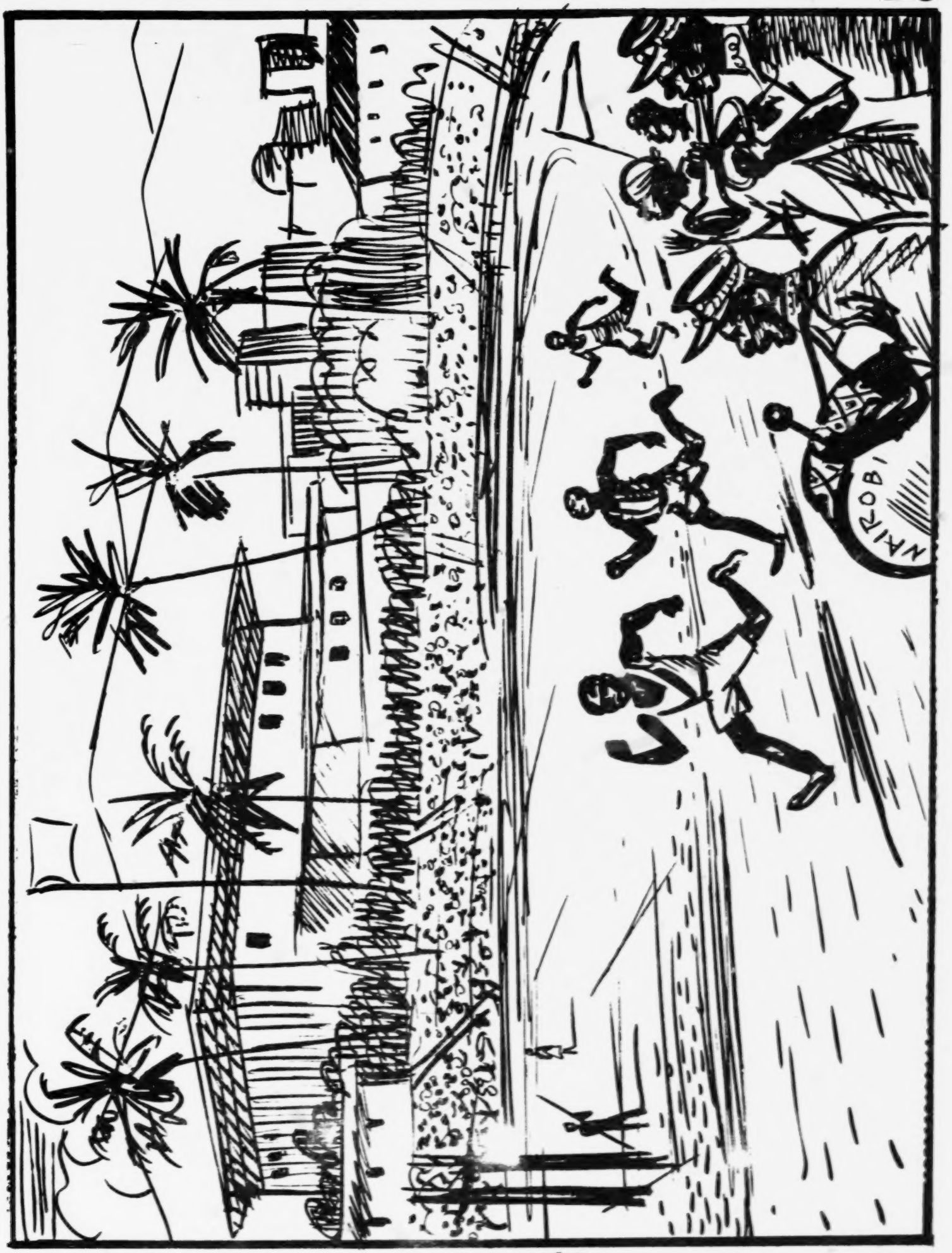
When he is back at his 'duka' some strong and able bodied fellows help with the unloading and storing. They may get paid with a supply of food to take home.

To protect his little shop from thieves may be a problem in some parts. Often the owner or watchman sleeps in the 'duka', or else a good watch dog is locked in. The 'duka' is usually built of stone with a corrugated iron roof, or else the walls are of corrugated iron as well.

SWAHILI BASIC COURSE

LESSON 28

LESSON 28



1. EXPRESSION STRUCTURE

a. Phonemes: Generalization using '-enye'. Vowel changes.

b. Morphemes: Generalization on the use of '-enye', and the past tense 'LI'.

c. Syntax: '-enye as an auxillary precedes a noun, thus often representing an adjective formed by this combination.
e.g. -enye nguvu > having power > powerful.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) School games and sports.

b. Cultural item: Inter-school sports events.

c. Lexical items:

shindano	(competition)	ngoma	(drum, dance)
shindana	(compete)	tarumbeta	(trumpet)
shinda	(win)	piga tarumbeta	(play the trumpet)
tisini	(ninety)		
ongoza	(lead)	zawadi	(reward,prize)
kikundi	(group)	pata zawadi	(get a reward)
alama	(mark, sign)	toa zawadi	(give a reward)
mchezo	(game)		
mapema	(early)	mwisho	(end)
hudhuria	(attend)	mwishoni	(at/in the end)
mkaguzi	(inspector)	kagua	(inspect)

1st PERIOD PERCEPTION DRILL LESSON 28

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Generalization drills including reinforcement of '-enye'.

a. Kitambaa chenye rangi.
Vitambaa vyenye rangi.
Wenye kucheza ngoma.
Wenye kucheza tarumbeta.
Wenye kushindana.

b. Walikuwa na alama.
Alama mbalimbali.
Rangi mbalimbali.
Alama tofauti.
Alama ya rangi.

c. Kiwanja kikubwa.
Kiwanja cha skuli.
Kiwanja cha michezo.
Kiwanja cha nyumba.
Kiwanja cha mazoezi.

d. Walimu waliongoza.
Waliongoza wanafunzi.
Wanafunzi walishindana.
Wanafunzi wenye kushinda.
Mashindano ya michezo.

e. Wanawake na wanaume.
Wageni na wenyeji.
Walimu na wanafunzi.
Wakubwa na wadogo.
Wakubwa na watoto.

f. Mkaguzi wa skuli.
Mkaguzi alitoa zawadi.
Mkaguzi anakagua.
Anakagua skuli.
Kapteni anakagua askari.

g. Wanafunzi walishinda.
Askari walishinda.
Walishinda adui.
Kikosi kilishinda.
Kikundi kilishinda.

h. Mwanafunzi huyo alishinda.
Kikundi hicho kilishinda.
Watu hao walishinda.
Mwishoni walishinda.
Mwanazoni walishindana.

i. Wanafunzi walihudhuria.
Walihudhuria michezo.
Walihudhuria mashindano.
Walihudhuria skuli.
Walifika mapema.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Wanafunzi wengi walishindana kiwanjani?
   Kama wanafunzi tisini walishindana.

2. Kila mwalimu aliongoza wanafunzi wake?
   Kila mmoja alikuwa na kikundi chake.

3. Wanafunzi wako walivaa alama gani?
   Walivaa vitambaa vyeupe na vyekundu.

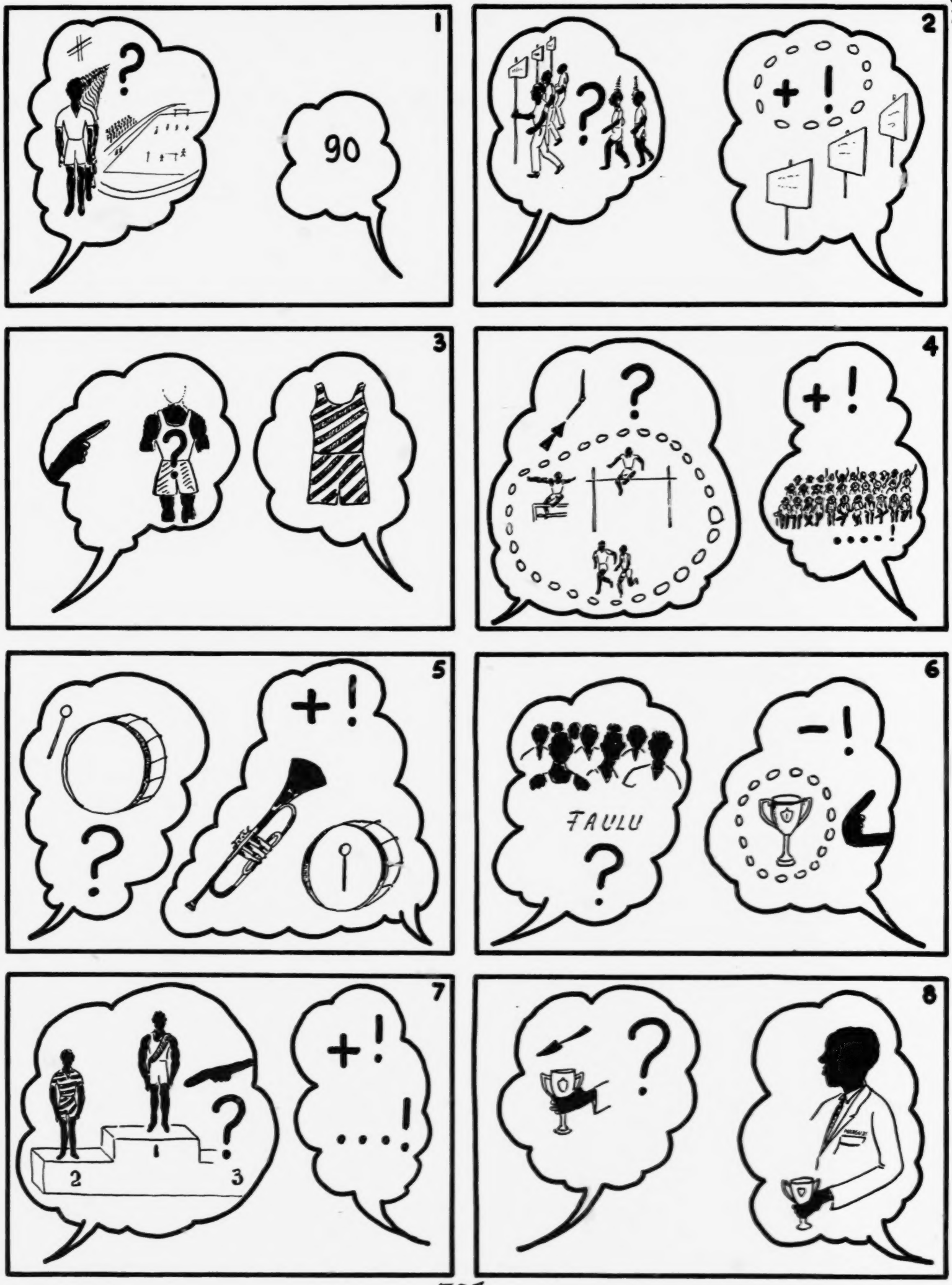
4. Michezo ya mashindano ilianza mapema?
   Ndio, na wengi walihudhuria.

5. Walikuwa na ngoma?
   Walicheza ngoma na kupiga tarumbeta.

6. Wanafunzi wote walifaulu kiwanjani?
   Si wote, lakini kikundi changu kilifaulu.

7. Vikundi vingine vilishinda vilevile?
   Ndio, vingine vilipata zawadi.

8. Nani alitoa zawadi mwishoni?
   Mkaguzi wa skuli alitoa zawadi.


1
?
90
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+ !
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?
+ !
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5
?
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6
FAULU
?
- !
7
?
2
1
3
+ !
. . . !
8
?

1. Did many students compete on the playground?

   About 90 students competed.

2. Did each teacher lead his group of students?

   Every one had his group.

3. What mark did your students wear?

   They wore a red and white cloth.

4. Did the competitive games start early?

   Yes, and many attended.

5. Did they have a "ngoma" (band, drums)?

   Yes, they played the drums and trumpets.

6. Did all the students succeed (in winning) on the grounds?

   Not all, but my group won.

7. Did other groups win some events?

   Yes, others received prizes.

8. Who gave out the prizes in the end?

   The Inspector of Schools gave out prizes.

Step 1.

1. Drills on '-enye' reinforcement.

a. Repetition Drill

Leta kitambaa chenye rangi.

mikeka, viatu, mshipi.

Ninataka watu wenye vyombo.

mtu, kikapu, vikapu.

Ameleta mfuko wenye viazi.

mifuko, vikapu, kikapu.

Substitution Drill

viatu: Leta ----- vyenye rangi.

kitambaa, mikeka, mshipi.

kikapu: Ninataka ----- chenye vyombo.

vikapu, mtu, watu.

mfuko: Ameleta ----- wenye viazi.

mifuko, vikapu, kikapu.

b. Repetition Drill

Waliona kijana mwenyewe.

vijiko, mlima, mitumbwi.

Mchezo wenyewe ni mbaya.

vikundi, wakaguzi, kikundi.

Nitaleta kikapu chenyewe.

mkaguzi, vitambaa, chombo.

Substitution Drill

mlima: Waliona ----- wenyewe.

mitumbwi, vijiko.

vikundi: ----- vyenyewe ni vibaya.

wakaguzi, kikundi, mchezo.

vitambaa: Nitaleta ----- vyenyewe.

chombo, mkaguzi, kikapu.

c. Repetition Drill

Mtu mwenye kushinda ameingia.

kikundi, wanafunzi, kiongozi.

Wenye kucheza wamefika.

kushindana, kukagua, kupigana.

Mimi mwenyewe nitaongoza.

yeye, sisi, ninyi.

Substitution Drill

wanafunzi: ----- wenye kushinda wameingia.

kikundi, kiongozi, mtu.

kushindana: Wenye ----- wamefika.

kucheza, kukagua, kupigana.

yeye: ----- mwenyewe ataongoza.

mimi, sisi, ninyi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 28

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wanafunzi wangapi wanashindana?
2nd: Kama tisini wanashindana.

vikundi, vijana, watoto.

b. 1st: Wewe utaongoza kikundi gani?
2nd: Nitaongoza kikundi hiki.

ninyi, walimu, hawa.

c. 1st: Watoto wako walivaa vitambaa?
2nd: Walivaa vitambaa vyekundu.

-enu, -ao, -ote, -engi.

d. 1st: Watu wengi walihudhuria?
2nd: Ndio, watu wengi zaidi walihudhuria.

vikundi, walimu, wakaguzi.

e. 1st: Vikundi vyenu vilishinda?
2nd: Ndio, vilishinda.

watoto, kikundi, vijana.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Watoto wanashindana wapi?
Wanashindana kiwanjani.

wakulima, wavuvi, hao.

b. Walimu wenyewe walicheza?
La, walikagua michezo.

wageni, ninyi, wewe.

c. Wenyeji watavua samaki?
La, wataendesha mitumbwi.

kijana, sisi, wewe.

d. Michezo ya mpira imeanza?
Ndio, imeanza.

mashindano, ngoma, watoto.

e. Vikundi vyeusi vimeondoka?
Bado vinangoja amri kuondoka.

kikosi, Koplo, walimu.

f. Koplo atakagua askari?
Atakagua kila askari.

wewe, ninyi, wakaguzi.

g. Watacheza ngoma kiwanjani?
Ndio, na watapiga tarumbeta.

mjini, nyumbani, kambini.

h. Wakaguzi walifika mapema?
La, walichelewa.

ninyi, hao, wewe.

i. Vikundi vingapi vilifaulu?
Vikundi vitatu vilifaulu.

watoto, walimu, wakulima.

j. Walivaa alama gani?
Walivaa mishipi myeupe.

-ekundu, -eusi, -refu.

k. Wataongoza vikundi vyao.

-ako, -enu, -etu.

l. Wanawake wengi walihudhuria.

wavuvi, wenyeji, wanaume.

m. Vikundi vyao vilishinda.

watu, wakulima, mtoto.

n. Mimi nilitoa zawadi.

mkaguzi, walimu, yeye.

o. Wanafunzi wanashindana.

walimu, wavuvi, daktari.

p. Nitaongoza kikundi kimoja.

-tatu, -ote, sita.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wanafunzi wa skuli kumi na mbili walifika katika kiwanja kikubwa cha skuli kule Nairobi. Walifika kushindana katika michezo. Walifurahi sana kwa sababu wanapenda michezo. Walimu wao waliongoza vikundi vya wanafunzi. Wanaume na wanawake, wageni na wenyeji, watu wengi walifika kutazama mashindano na michezo. Wenye kujua kucheza ngoma na tarumbeta walicheza vizuri sana.

Michezo ilianza asubuhi na wenye kushindana walikazana sana kushinda. Wengine walifaulu vizuri na walipata zawadi. Kila kikundi kilikuwa na alama yake. Walivaa vitambaa vya rangi mbalimbali. Kile chenye alama ya vitambaa vyeupe na vyekundu kilishinda kabisa. Mkaguzi wa skuli alitoa zawadi kwa wenye kushinda.

Step 2. Questions based on the above narration:

Wanafunzi wa skuli ngapi walishindana?
Kiwanja kilikuwa wapi?
Walifurahi kufika?
Nani aliongoza kila kikundi?
Nani alifika kutazama mashindano?

Walicheza ngoma vilevile?
Michezo ilianza lini?
Wenye kushindana walikazana?
Kila kikundi kilikuwa na alama yake?
Walivaa vitambaa vya namna gani?

Kikundi gani kilishinda vizuri?
Nani alitoa zawadi?
Alitoa zawadi kwa nani?
Wenye kushinda walikuwa na rangi gani?
Vitambaa vilikuwa vya rangi mbalimbali?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

Reinforcement of '-enye' with the modification of prefixes due to the initial vowel.

II. Language Structure

Reinforcement of the use of '-enye' in forming adjectives; also the use of 'mwenyewe' and 'mwenyeji'. See also Lesson 27.

III. Cultural Note

African education in East Africa. When children have attended 4 years in the elementary school, there is usually an entrance examination to the next level, called Middle-Schools. Here the pupils are boarders. These middle schools have a more advanced program, including athletics, sports and competitive inter-school games. Perhaps 4 or 5 schools will compete at an appointed place. They will have small bands, and large numbers of people will come to watch. Such events are much enjoyed by all.

Each school team has its own colors and distinctive athletic uniform. There will be races: 100 yard dash, 220 yards, 1 mile race; relay and hurdle races; long jumps and pole vaults; spear and weight throwing, etc. At the end of these competitive games prizes are awarded to the winners, then later in the afternoon there may be some football games.

These inter-school events have a definite value in that children from different tribes get together. Often each school represents a tribal area.

Boys of all races at Outward Bound Course at the foot of Kilimanjaro.

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DEFENSE LANGUAGE INSTITUTE

SWAHILI

BASIC COURSE

VOLUME III
LESSONS 29-42

AL 002 124

DEPARTMENT OF DEFENSE

S W A H I L I

Basic Course

Volume III

Lessons 29 - 42

May 1963

DEFENSE LANGUAGE INSTITUTE

PREFACE

The Swahili Course, consisting of 145 lessons in 10 volumes, is one of the Defense Language Institute's Basic Course Series. The material was developed at the Defense Language Institute and approved for publication by the Institute's Curriculum Development Board.

The course is designed to train native English language speakers to Level 3 proficiency in comprehension and speaking and Level 3 proficiency in reading and writing Swahili. The texts are intended for classroom use in the Defense Language Institute's intensive programs employing the audio-lingual methodology. Tapes accompany the texts.

All inquiries concerning these materials, including requests for authorization to reproduce, will be addressed to the Director, Defense Language Institute, U. S. Naval Station, Anacostia Annex, Washington, D. C. 20390.

C. W. Chaney

C. W. CHANEY
Colonel, U.S. Army
Director

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SWAHILI BASIC COURSE

LESSON 29

AIRMAIL
LOCAL

1. EXPRESSION STRUCTURE

a. Phonemes: The initial clusters /ŋg/, /nǰ/ and /nč/.

b. Morphemes: The 'N' class nouns and their prefixes.

c. Syntax: Reinforcement of position of demonstratives and adjectives following a noun, with particular reference to 'N' class.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Mailing a letter.

b. Cultural note: The African postal service, including P.O. Savings Bank.

c. Lexical items:

kalamu	(pencil)	pesa	(money)
karatasi	(paper)	senti	(cents)
barua	(letter)	anwani	(address)
bahasha	(envelope)	mashine	(machine, typewriter)
stempu	(stamp)		
posta	(post office)	rejista	(registered)
eropleni	(airplane)	kosa	(lack)
kuna	(there is/are)	ishi	(live)
hakuna	(there is/are not)	epesi	(light, easy)
		mbali	(far)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on words with 'N' prefixes.

a. Nguo nyembamba.
Ngozi nyeusi.
Ngoma ndogo.
Nguvu nyingi.

b. Nyumba nyeupe.
Nchi nzuri.
Njia ndefu.
Nyama nyekundu.

c. Nguo hii.
Ngozi hii.
Ngoma hii.
Nguvu hii.

d. Nguo hizi.
Ngozi hizi.
Ngoma hizi.
Nguvu hizi.

e. Nyumba ile.
Nchi ile.
Njia ile.
Nyama ile.

f. Nyumba zile.
Nchi zile.
Njia zile.
Nyama zile.

2. Drill on 'N' class words without 'N' prefixes.

a. Kalamu chache.
Karatasi pana.
Barua fupi.
Bahasha moja.
Stempu mbili.
Motokaa nane.

b. Shilingi chache.
Senti mbili.
Anwani kubwa.
Mashine ghali.
Saa rahisi.

c. Kalamu yangu.
Karatasi yako.
Barua yake.
Bahasha yetu.
Stempu yenu.
Motokaa yao.

d. Kalamu zangu.
Karatasi zako.
Barua zake.
Bahasha zetu.
Stempu zenu.
Motokaa zao.

3. Drills on recombining the above forms.

a. Nguo chache.
Kalamu nyeusi.
Bahasha nyingine.
Bunduki mbaya.
Barabara ndefu.

b. Beneti kali.
Baruti nyingi.
Chai nzuri.
Kahawa mbaya.
Dawa tele.

c. Habari nzuri.
Hema kubwa.
Handaki ndogo.
Homa mbaya.
Nyanya nyingi.

d. Pembe fupi.
Posta kubwa.
Redio ndogo.
Saa nzuri.
Zawadi zote.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Je, unafanya nini hapa posta?
   Ninapeleka barua kwa mama yangu.

2. Mama yako anaishi wapi?
   Kule Nairobi, Kenya.

3. Lo, ni mbali, utatuma barua kwa ndege?
   Ndio, ninanunua stempu sasa.

4. Unatia stempu ya senti ngapi?
   Hapa ni stempu ya senti ishirini na tano.

5. Utatia zote juu ya bahasha, sivyo?
   Ndio, na nitaandika anwani pia.

6. Umeandika barua kwa kalamu au mashine?
   Kwa kalamu, nimetumia karatasi nyepesi.

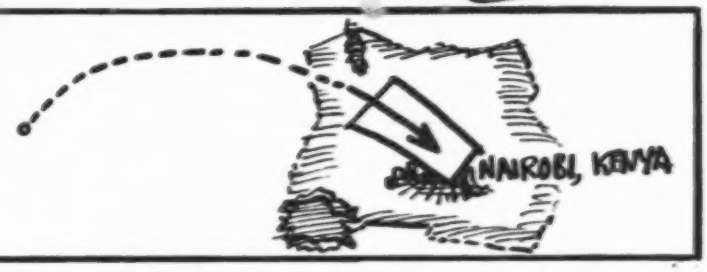
7. Unapeleka pesa kule nchi ya mbali?
   Ndio, mama anakosa pesa.

8. Atafurahi sana kusoma barua yako.
   Barua inakwenda rejista, itafika salama.

LESSON 29

1

2



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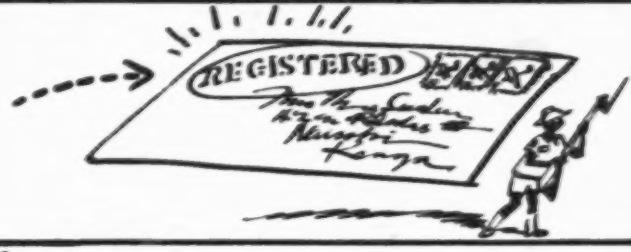


1. Say, what are you doing here at the post office?
   I'm mailing a letter to my mother.

2. Where does your mother live?
   Over in Nairobi, Kenya.

3. My, that's far; are you sending the letter by air?
   Yes, I'm buying stamps now.

4. How many cents worth of stamps are you putting on?
   Here are 25 cents worth of stamps.

5. You'll put them all on the envelope, won't you?
   Yes, and I'll also write the address.

6. Did you write the letter (by pencil) or type it?
   I wrote it by pencil; I used light weight paper.

7. Are you sending money to that far country?
   Yes, mother lacks money.

8. She'll be very happy to read your letter.
   The letter is registered, it will arrive safely.

Step 1.

1. Drills on words with 'N' prefixes.

a. Repetition Drill

Anatafuta nyumba nyeupe.

nguo, ngozi, ngoma.

Tumenunua nguo nzuri.

ngoma, ngozi, nyumba.

Wanataka nyumba ndogo.

ngoma, ngozi, nguo.

Substitution Drill

ngozi: Anatafuta ----- nyeupe.

nguo, ngoma, nyumba.

nyumba: Tumenunua ----- nzuri.

ngozi, ngoma, nguo.

nguo: Wanataka ----- ndogo.

nyumba, ngozi, ngoma.

2. Drills on possessive adjectives with 'N' class words.

a. Repetition Drill

Alipoteza saa yake.

redio, nguo, kalamu, barua.

Karatasi zetu zinafaa sana.

eropleni, hema, kambi, nyanya.

Watapata beneti zao.

dawa, pesa, senti, anwani.

Substitution Drill

nguo: Alipoteza ----- yake.

redio, kalamu, barua, saa.

hema: ----- zetu zinafaa sana.

karatasi, eropleni, kambi, nyanya.

pesa: Watapata ----- zao.

dawa, senti, anwani, beneti.

3. Drills on 'N' class words without 'N' prefixes.

a. Repetition Drill

Barua hii ndefu ni yako.

kalamu, bahasha, karatasi.

Leta stempu nyingine.

motokaa, mashine, bunduki.

Ameleta habari mbaya.

silaha, redio, saa.

Substitution Drill

bahasha: ----- hii ndefu ni yako.

karatasi, kalamu, barua.

mashine: Lete ----- nyingine.

stempu, motokaa, bunduki.

saa: Ameleta ----- mbaya.

redio, silaha, habari.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 29

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Shilingi ngapi zitatosha?
2nd: Shilingi chache zitatosha.

bahasha, eropleni, mashine.

b. 1st: Utatumia pesa ngapi?
2nd: Nitatumia shilingi themanini.

risasi, stempu, senti.

c. 1st: Watatengeneza nyumba zote?
2nd: Watatengeneza mbili tu.

bunduki, saa, silaha.

d. 1st: Unapeleka wapi barua?
2nd: Ninapeleka barua posta.

pesa, bahasha, karatasi.

e. 1st: Walichukua bunduki tano?
2nd: La, walichukua sita.

risasi, stempu, tarumbeta.

Note: If facilities are available this period can be scheduled for a language lab course.

a. Stempu hiyo ni senti ngapi?
Hii ni shilingi tatu.

kalamu, kiatu, mkuki.

b. Ulitumia karatasi gani?
Nilitumia karatasi nyepesi.

kalamu, vikapu, kibuyu.

c. Maina alituma barua rejista?
Ndio, alituma barua rejista.

ninyi, mgeni, rafiki.

d. Mama anakosa pesa?
Ndio, anakosa pesa.

walimu, ninyi, wewe.

e. Stempu hizi zitatosha?
Ndio, zitatosha.

viko, mikuki, wanafunzi.

f. Barua ilifika salama?
Ndio, ilifika salama.

mtoto, eropleni, wavuvi.

g. Wakulima wale wanatoka wapi?
Wanatoka nchi ya mbali.

kijana, watu, vyombo.

h. Mwenyeji alinunua vikapu?
La, alinunua nguo

rafiki, baba, walinzi.

i. Kuna wageni wangapi nyumbani?
Kuna watu watano.

pesa, stempu, samaki.

j. Kuna chakula cha kutosha?
Ndio, kuna chakula cha kutosha.

silaha, beneti, vikapu.

k. Amenunua stempu nyingi.

viatu, samaki, mikeka.

1. Nitatumia mashine hii.

karatasi, viatu, mtumbwi.

m. Anatia barua katika bahasha.

karatasi, pesa, kitu.

n. Nilipeleka barua kwa ndege.

mzigo, kitabu, vitu.

o. Tulifurahi kusoma barua.

ona, andika, tuma.

p. Nilituma barua nyumbani.

mizigo, pesa, mikeka.

6th PERIOD SITUATIONAL APPLICATION LESSON 29

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Siku moja Juma alipata barua kutoka Nairobi. Mama aliandika kusema yeye ni mgonjwa na anakosa pesa. Juma anapenda mama yake na hivi aliandika barua yake haraka. Alitia pesa ndani ya bahasha na alituma barua rejista. Hivi barua itafika salama.

Alitaka barua kufika Nairobi upesi. Hivyo alikwenda posta kununua stempu zaidi. Alipata stempu za senti ishirini na tano. Alitia hizo juu ya bahasha. Sasa aliweza kupeleka barua kwa ndege. Kwa ndege barua itafika Nairobi kwa siku mbili. Aliandika barua kwa kalamu juu ya karatasi nyepesi. Halafu aliandika anwani juu ya bahasha.

Kule nchi ya mbali mama atapokea barua. Ataona pesa ndani yake. Atasoma habari ya mtoto wake Juma. Atafurahi sana kupata barua hiyo.

Step 2. Questions based on the above narration:

Nani aliandika barua kwa Juma?
Mama ya Juma anaishi wapi?
Mama ni mgonjwa?
Anakosa nini?
Juma aliandika barua yake upesi?

Alitia nini ndani ya bahasha?
Alipeleka barua kwa ndege?
Alitia stempu ya senti ngapi?
Alipeleka barua rejista?
Kwa njia hiyo barua itafika salama?

Aliandika barua kwa mashine?
Aliandika juu ya karatasi nzito?
Aliandika nini juu ya bahasha?
Kwa ndege barua itafika katika siku ngapi?
Mama atafurahi kupokea barua?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

The 'ng'' sound as it occurs in the English words: singing, bang, ding dong, never occurs at the beginning of a word in English. In Swahili, however, it does occur initially, and therefore the student has to learn this new habit, when he pronounces a word like 'ng'ombe' /ŋómbe/. Listen to your teacher carefully and imitate him. Refer back to Lesson 25 where this /ŋ/ sound was introduced.

As a second step we now learn to combine the /ŋ/ with a /g/ and so get the hard 'g' sound right after the /ŋ/. This is similar to the English in 'bingo', 'tango'. (Compare this with 'bing', 'fling'). In Swahili this sound is also used at the beginning of a word, as in 'nguo', /ŋgúo/; 'ngozi' /ŋgózi/; 'ngoma' /ŋgóma/; 'nguvu' /ŋgúvu/.

Here are two more clusters beginning with 'n', the /nǰ/ sounds as in the English 'enjoy', 'injury' or even 'binge', or 'engine'. Then there is also the /nč/ as in the English 'inch', 'bench'. In Swahili these two clusters may also occur initially as in: 'njia' /nǰia/; 'nje' /ńǰe/ and 'nchi' /ńči/.

II. Language Structure

The N class is introduced in this lesson. The group of nouns belonging to this class have the prefix N both in the singular and the plural. In English we have a very few instances where the singular and plural form are the same, as in: cattle, deer, fish, etc. The adjectives also take N as a concordial prefix.

Since N may be awkward to pronounce preceding a certain consonant, it will drop out before K, CH, T, S, N, F, P and H. To remember these letters try this mnemonic:-

King Charles The Second Never Fought Prince Henry.

The N is retained before D, G, J, Y, Z, and before a B, the NB changes to MB. Before a W the NW changes to MB, e.g. -wili > mbili. Before a vowel the N changes to NY, e.g. nyumba, nyingi, nyeusi.

The pronouns are: 'i' (it), 'zi' (they). These are used as subject prefixes and with the demonstratives: hii (this), hizi (these); ile (that), zile (those).

Most words of foreign origin are conveniently grouped into the N class, e.g. motokaa, bunduki, chai, kahawa, keki, baisikeli, etc.

III. Cultural Note

The Post Office in East Africa, as anywhere else in the world, plays a vital role in our communication system. The points of difference between the postal system here in America and over there are:-

a. Difference in monetary systems, the U.S. dollar vs. the British £ sterling.

b. The handling of all telegrams by the Post Office, whereas here Western Union handles them.

c. Attached to the postal service in East Africa is the popular Post Office Savings Account. This performs the functions of a modified Savings Bank and pays interest on amounts deposited.

In other respects concerning mailing, delivery, registration, issuing of stamps, etc., all these postal services are alike.

SWAHILI BASIC COURSE

LESSON 30

VOLUME III BLUE PRINT LESSON 30

1. EXPRESSION STRUCTURE

a. Phonemes: The long vowel sound in words like 'baadaye', 'saa', and 'hii'.

b. Morphemes: The adverbs of time 'kabla ya' and 'baada ya'. Telling time. The 6 hour differential.

c. Syntax: In telling time, the fractions of an hour are expressed by 'half past', 'quarter past', or 'quarter to' in English. In Swahili these expressions transliterated would be: '--- and half', '--- and quarter' or 'less a quarter'.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Telling the time of day.

b. Cultural item: The African way of telling time.

c. Lexical items:

dakika	(minute)	kwamba	(that, he said that)
nusu	(half)	baadaye	(by and by, in a little while)
robo	(quarter)		
hivyo	(thus, manner)	kasa	(less)
mchana	(daytime)	bado	(not yet)
mzungu	(European white man)	saa sita usiku	(midnight)
		usiku wa manane	(midnight)
tambua	(realize, recognize)		

1st PERIOD PERCEPTION DRILL LESSON 30

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill in telling time.

a. Saa moja asubuhi.
Saa mbili asubuhi.
Saa sita.
Saa kumi jioni.
Saa kumi na mbili jioni.

b. Saa mbili usiku.
Saa nne usiku.
Usiku wa manane.
Saa nane usiku.
Saa kumi na moja usiku.

c. Saa moja na nusu.
Saa saba na nusu.
Saa saba na robo.
Saa tisa kasa robo.
Saa tano kasa robo.

d. Saa nne na dakika tano.
Saa nane na dakika kumi.
Saa kumi na dakika saba.
Saa moja na dakika ishirini.
Saa mbili kasa dakika tano.

e. Saa ngapi sasa?
Ni saa tatu na nusu.
Ni saa ngapi sasa?
Ni saa mbili asubuhi.
Saa ngapi sasa?
Ni saa kumi na robo jioni.

f. Unatazama saa?
Ndio, ninatazama saa.
Hii ni saa ya mkono?
Ndio, ni saa ya mkono.
Hii ni saa ya meza?
Ndio, ni saa ya meza.

2. Miscellaneous drills referring to time.

a. Wapi saa yangu?
Ni juu ya meza.
Wapi saa ya mfuko?
Ni mfukoni.
Wapi saa ya meza?
Ni mezani.

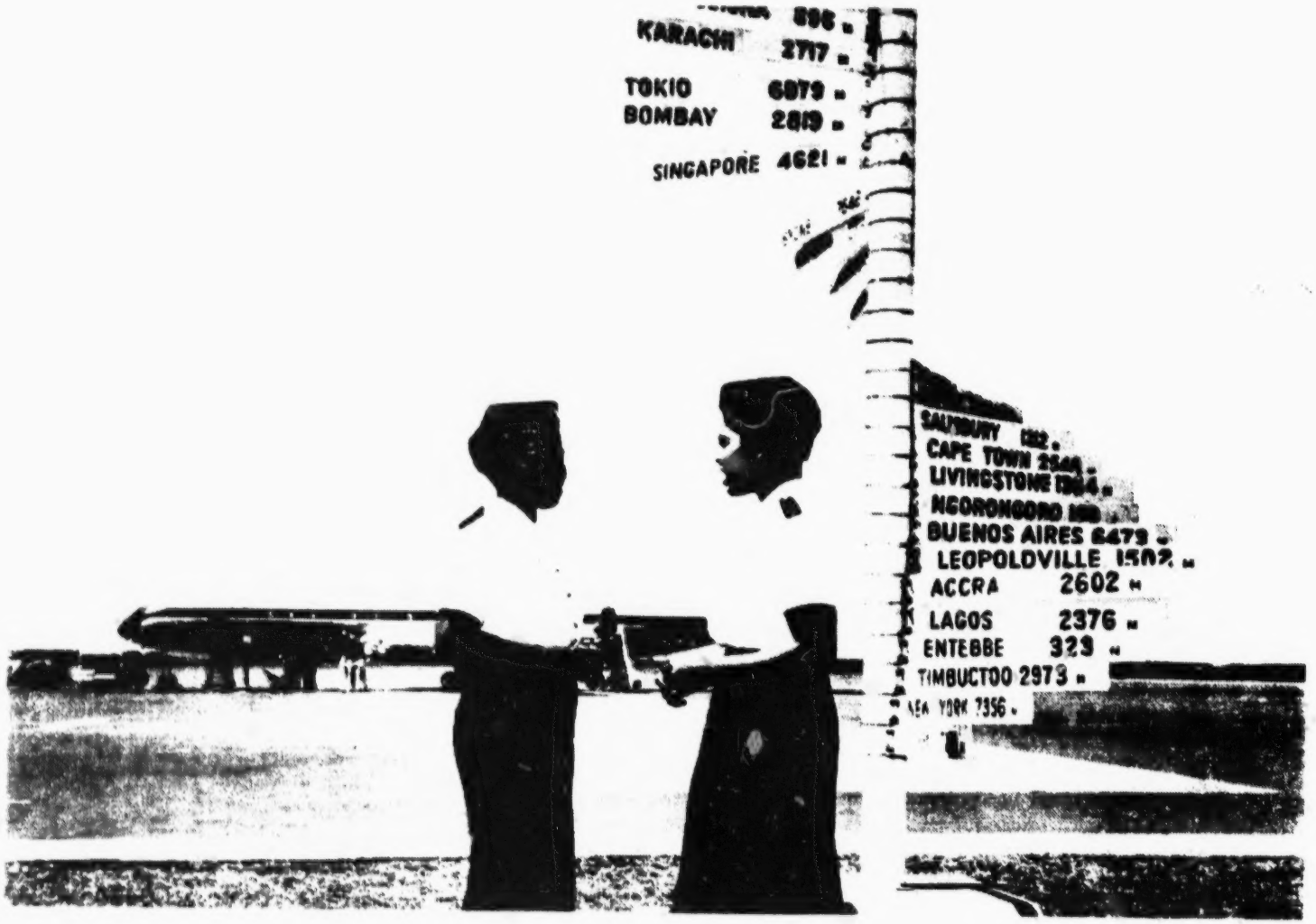
b. Utakuja saa ngapi?
Nitakuja saa mbili.
Utarudi saa ngapi?
Nitarudi saa nne.
Utakwenda saa ngapi?
Nitakwenda saa moja.

c. Saa mbili mchana.
Saa mbili usiku.
Wakati wa mchana.
Wakati wa usiku.
Wakati wa asubuhi.
Wakati wa jioni.

d. Baada ya saa sita.
Baada ya saa kumi.
Kabla ya saa mbili.
Kabla ya saa tisa.
Kama saa nane hivi.
Kama saa kumi hivi.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.



African ground hostesses at Nairobi Airport.

1. Saa ngapi sasa, Juma?

   Sasa ni saa mbili asubuhi.

2. Unajuaje ni saa mbili?

   Hapa nina saa, ninatazama saa.

3. Waafrika wanafuata jua, sivyo?

   Ndio, wanahesabu saa baada ya jua kutoka.

4. Wakati sisi tunasema ni saa nane . . .

   Waafrika watasema ni saa mbili.

5. Hivyo kuna tofauti ya saa sita?

   Wazungu wanahesabu kutoka saa situ usiku.

6. Chakula cha asubuhi unakula saa ngapi?

   Kama saa moja na robo.

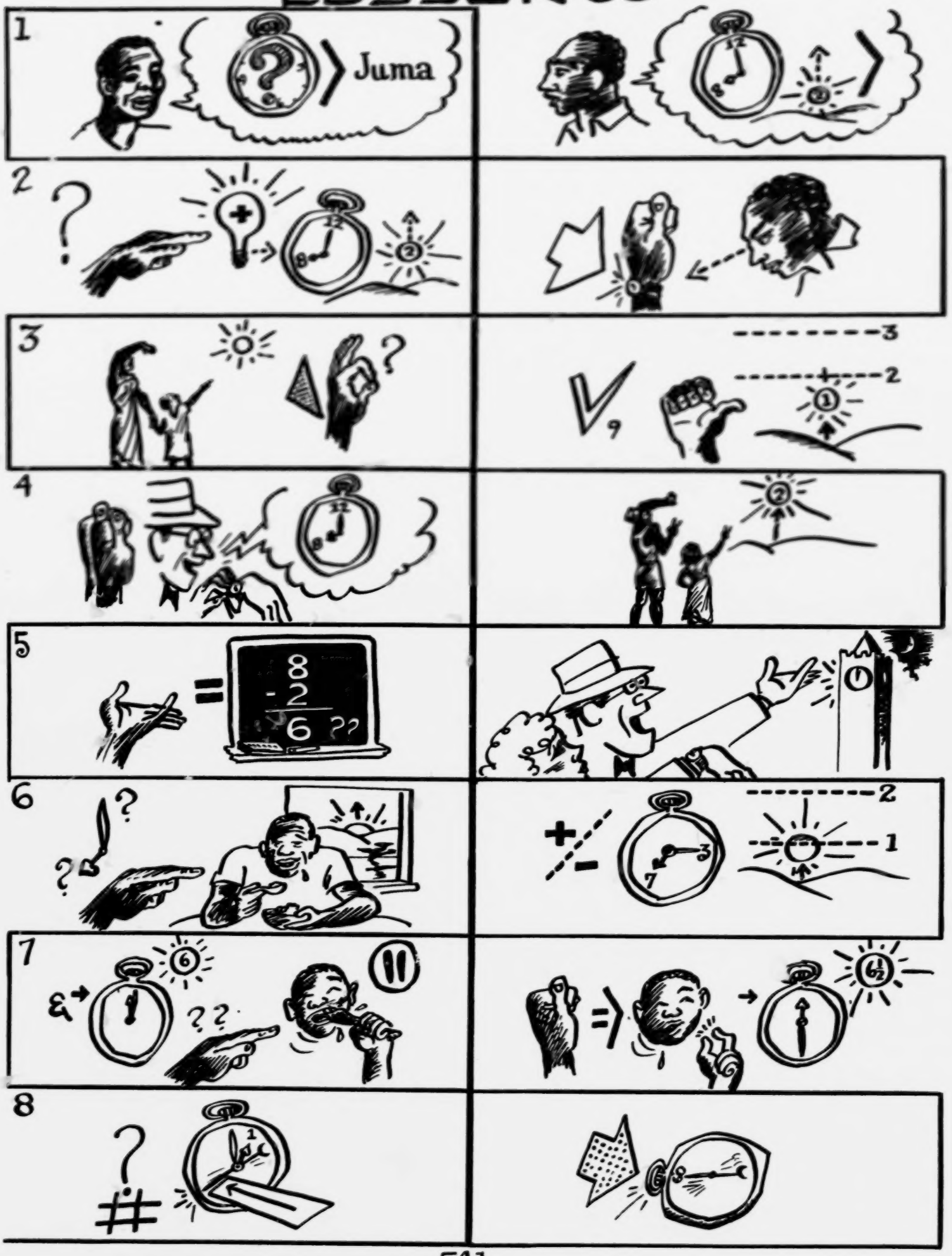
7. Na saa sita utakula tena?

   Nitakula kidogo saa sita na nusu.

8. Kuna dakika ngapi kwa saa moja?

   Kuna dakika sitini.

LESSON 30



1. What time is it now, Juma?
   It's eight A.M. now.

2. How do you know it's eight o'clock?
   Here I have a watch, I look at the watch.

3. The Africans follow the sun, is that right?
   Yes, they count time after sunrise.

4. When we say it is eight o'clock . . .
   Africans will say it is two o'clock.

5. Thus there is a difference of 6 hours?
   Europeans start counting from midnight.

6. When do you eat breakfast?
   About quarter past seven.

7. And at twelve do you eat again?
   I'll eat a little at half past twelve.

8. How many minutes are there in one hour?
   There are sixty minutes.

Step 1.

1. Drills on telling of time.

a. Repetition Drill

Ataondoka saa moja asubuhi.

-wili, -tatu, -nne.

Nilirudi saa kumi jioni.

kumi na moja, kumi na mbili.

Watafika saa tatu usiku.

-nne, -tano. -wili.

Substitution Drill

tatu: Ataondoka saa ----- asubuhi.

-moja, -nne, -wili.

kumi na mbili: Nilirudi saa ----- jioni.

kumi na moja, kumi.

tano: Watafika saa ----- usiku.

-nne, -wili, -tatu.

b. Repetition Drill

Chakula ni saa mbili usiku.

moja, tatu, nne.

Nitangoja hapa dakika kumi.

ishirini, -tano, -tatu.

Tutatumia nusu saa tu.

ngoja, lala, kaa.

Substitution Drill

-moja: Chakula ni saa ----- usiku.

-tatu, -wili, -nne.

-tatu: Nitangoja hapa dakika -----.

-tano, ishirini, kumi.

tutatumia: ----- nusu saa tu.

ngoja, kaa, lala.

c. Repetition Drill

Walitoroka usiku wa manane.

-ingia, shambulia, lala.

Nitaingia wakati wa usiku.

mchana, mvua, vita.

Wataanza kabla ya saa moja jioni.

baada ya, kama.

Substitution Drill

waliingia: ----- usiku wa manane.

shambulia, lala, toroka.

mchana: Nitaingia wakati wa -----.

mvua, vita, usiku.

kabla ya: Wataanza ----- saa moja jioni.

baada ya, kama.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 30

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Ni saa ngapi sasa?
2nd: Ni saa saba na nusu kamili.

-nne, -sita, kumi na mbili.

b. 1st: Mtaondoka saa ngapi?
2nd: Tutaondoka saa moja na robo.

kula, fika, lala.

c. 1st: Sasa ni saa ngapi?
2nd: Ni saa tisa kasa robo.

-moja, -nne, -nane.

d. 1st: Ulilala saa ngapi?
2nd: Nililala saa mbili na dakika kumi.

ishirini, -tano, ishirini na tano.

e. 1st: Michezo itaanza saa ngapi?
2nd: Itaanza saa tatu asubuhi.

-wili, -moja, -nne.

Note; If facilities are available this period can be scheduled for a language lab session.

a. Utaondoka saa ngapi?
Nitaondoka saa nne kasa robo.

lala, ingia, fika.

b. Wamekula chakula cha asubuhi?
Bado, watakula saa moja na robo.

nunua, pika, peleka.

c. Anakula mara ngapi kwa siku?
Anakula mara tatu.

kuja, cheza, nawa.

d. Mtatumia saa ngapi kufika?
Tutatumia saa kumi.

dakika, siku, wiki.

e. Utarudi leo jioni?
Ndio, nitarudi jioni.

ondoka, fika, jifunza.

f. Utavaa saa ya mkono?
Ndio, nitavaa saa ya mkono.

nunua, pata, chukua.

g. Barua zitafika lini?
Zitafika kesho jioni.

asubuhi, saa sita, saa saba.

h. Mtaingia skuli saa ngapi?
Tutaingia saa mbili kamili.

kazi, msitu, mji.

i. Utakunywa chai asubuhi?
Nitakunywa kahawa.

jioni, kesho, saa mbili.

j. Mtapumzika saa sita?
La, tutapumzika saa saba.

kula, ondoka, jifunza.

k. Anatazama saa ya mkono.

nunua, tafuta, taka.

l. Atafika saa tatu na dakika tano.

nne, saba, nane.

m. Tutakula saa moja jioni.

kumi, kumi na moja, kumi na mbili.

n. Ana saa mkononi.

kalamu, kitabu, kitu.

o. Alinunua saa mbili.

tatu, nne, moja.

p. Aliondoka saa mbili.

sita, nane, tisa.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Juma aliamka asubuhi na alikwenda kazini. Kule rafiki yake aliuliza: "Je, Juma! Saa ngapi sasa?" Juma aliangalia saa yake juu ya mkono na alisema, "Ni saa mbili". Huyo alikuwa Mswahili. Sasa anasema na Mwingereza na yeye anasema ni saa nane.

Rafiki huyo alitambua ya kwamba kuna tofauti ya saa sita katika kuhesabu saa. Waafrika wanahesabu saa baada ya jua kutoka asubuhi, na Wazungu kutoka saa sita usiku.

Juma anakula chakula cha asubuhi saa moja. Halafu anakwenda kazini saa mbili na nusu. Saa sita na robo anapata ruhusa kwa chakula cha saa sita. Saa kumi na nusu jioni anarudi nyumbani. Anapumzika kidogo kabla ya chakula cha jioni. Baadaye anakwenda kulala saa nne usiku.

Step 2. Questions based on the above narration:

Juma alikwenda wapi asubuhi?
Rafiki alitaka kujua nini?
Juma aliangalia nini?
Mwingereza alisema nini?
Rafiki alitambua nini?

Waafrika wanahesabu saa kutoka lini?
Wazungu wanahesabu saa kwa njia gani?
Juma anakula saa ngapi asubuhi?
Anakwenda kazini saa ngapi?
Anapata ruhusa saa ngapi wakati wa saa sita?

Anarudi lini nyumbani?
Kule atafanya nini kwanza?
Baada ya kupumzika atakula tena?
Halafu anafanya nini?
Atalala saa ngapi usiku?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

In Lesson 11 we discussed the double vowels which are alike in sound, such as /aa/, /ee/, etc. as they occur at the end of a word. It is good to review these, and occasionally such a double vowel occurs within the word as in 'baadaye' or 'baada ya' or 'msaada'. Such vowels must be kept long, in fact in communities affected by Arabic, there would appear a slight glottal stop between the vowels, 'ba'adaye'.

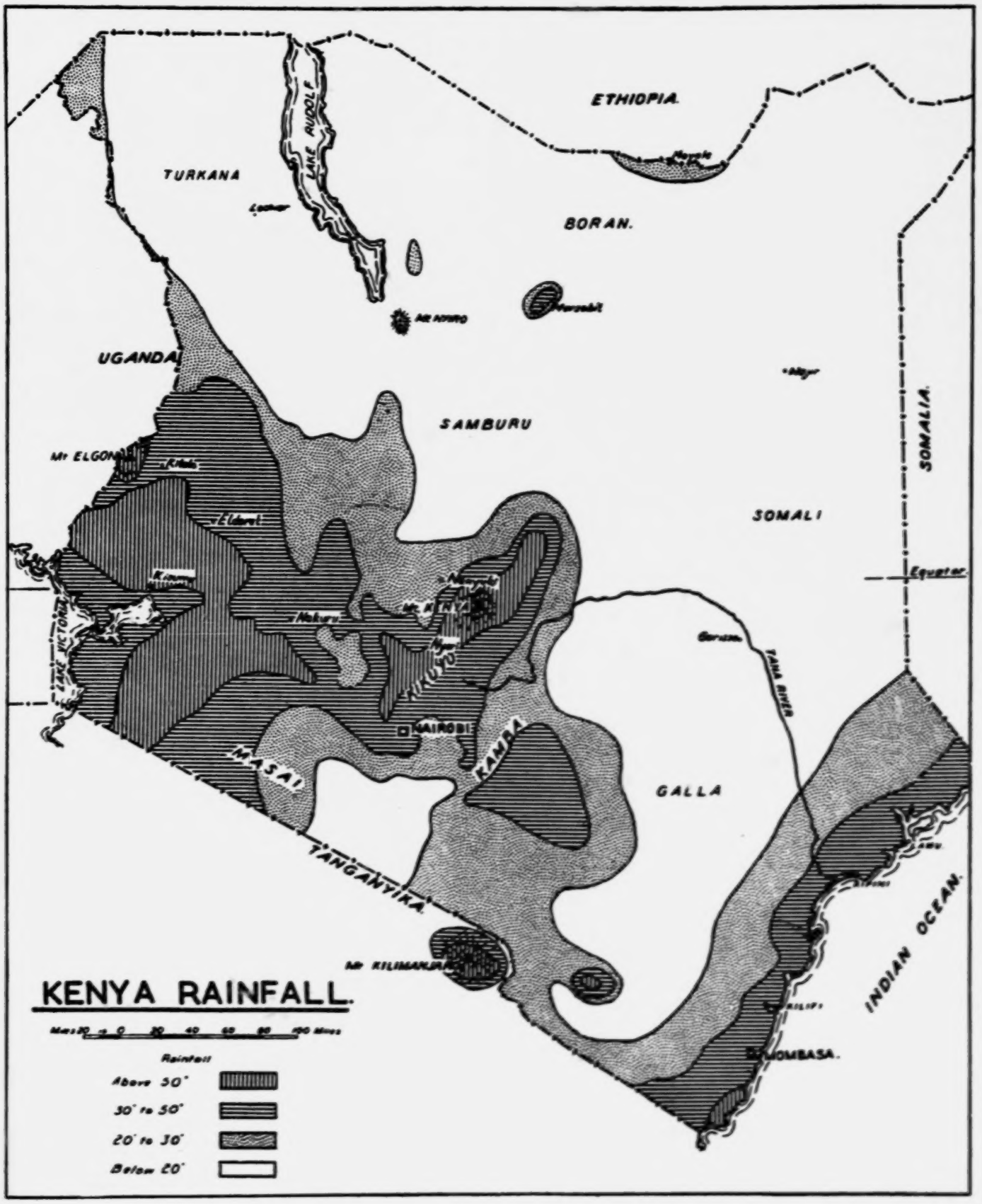
II. Language Structure

The adverbs of time 'kabla ya' (before) 'baada ya' (after) have the possessive particle 'ya' (of) linking them to the period of time expressed. These words can be used only with expressions of time and not locations; such as 'in front of' or 'behind'.

III. Cultural Note

In Africa the system of telling the time, the hours of day or night, differs from ours. Instead of counting from midnight to midnight, in Swahili the hours are counted from sunrise to sunset. The reason for this is that in equatorial regions the length of the day remains fairly constant all through the year, and so the people there count the time from 6:00 A.M. to 7:00 A.M. as the first hour of daylight. Thus the Swahili would say: 'Saa moja' (1 o'clock), whereas we would say 7 o'clock for 7 A.M. Observe very carefully this six hours difference between their and our way of telling time.

The word 'saa' may mean: hour, watch, clock, time. Note these various meanings.


ETHIOPIA.
TURKANA
LAKE RUDOLF
BORAN.
UGANDA
SAMBURU
SOMALIA.
SOMALI
Equator
LAKE VICTORIA
NAIROBI
MASAI
KAMBA
GALLA
TANA RIVER
TANGANYIKA
INDIAN OCEAN.
MOMBASA.
KENYA RAINFALL.
Rainfall
Above 50"
30" to 50"
20" to 30"
Below 20"

SWAHILI BASIC COURSE

LESSON 31

1. JUMAPILI
2. JUMATATU
3. JUMANNE
4. JUMATANO
5. ALHAMISI
6. IJUMAA
7. JUMAMOSI

1. EXPRESSION STRUCTURE

   a. Phonemes: A short note on the /χ/ becoming /h/.

   b. Morphemes: Formation personalized nouns from abstract or religious concepts: Mkristo, Wakristo.

   c. Syntax: The ordinals.

2. CONTENT STRUCTURE

   a. Situational setting: (i) Classroom activities.
      (ii) Days of the week.

   b. Cultural item: Influence of Muslim tradition on the days of the week.

   c. Lexical items:

Jumapili	(Sunday)	abudu	(worship)
Jumatatu	(Monday)	ila	(except)
Jumanne	(Tuesday)	Waislamu	(Muslims)
Jumatano	(Wednesday)	Wakristo	(Christians)
Alhamisi	(Thursday)	Mungu	(God)
Ijumaa	(Friday)	-a kwanza	(first)
Jumamosi	(Saturday)	-a pili	(second)
sikukuu	(holiday, big day)	-a tatu	(third)
		kutwa	(all the time, all along)
kalenda	(calendar)		
juma	(week)	pumzika	(rest, relax)
taja	(name,mention)	anzia na	(begin with)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills relating to the calendar.

a. Siku chache.
Siku nyingi.
Siku ya kwanza.
Siku ya pili.
Siku ya tatu.
Siku ya mwisho.

b. Sikukuu.
Sikukuu ya Wakristo.
Ni siku ya Jumapili.
Sikukuu ya Waislamu.
Ni siku ya Ijumaa.
Tutataja siku za juma.

c. Siku ya kwanza katika wiki.
Kwa Waislamu ni Ijumaa.
Ijumaa ni siku ya kwanza.
Kwa kalenda ya Waislamu.
Ijumaa ni siku ya kwanza.
Ijumaa ni sikukuu.

d. Siku ya kwanza katika wiki.
Kwa Wakristo ni Jumapili.
Jumapili ni siku ya kwanza.
Kwa kalenda ya Kikristo.
Kwa kufuata kalenda yetu.
Jumapili ni sikukuu.

e. Kufuata Ijumaa ni Jumamosi.
Kufuata Jumamosi ni Jumapili.
Kufuata Jumapili ni Jumatatu.
Kufuata Jumatatu ni Jumanne.
Kufuata Jumanne ni Jumatano.
Kufuata Jumatano ni Alhamisi.

f. Alhamisi ni siku kabla ya Ijumaa.
Jumamosi ni siku baada ya Ijumaa.
Jumapili inafuata Jumamosi.
Jumapili ni sikukuu.
Wakristo wanaabudu Mungu siku hiyo.
Ijumaa ni sikukuu.
Waislamu wanaabudu Mungu siku hiyo.

2. Drills relating to time.

a. Siku hii.
Siku ile.
Siku hizi.
Siku zile.
Siku kutwa.
Siku zote.
Siku nzima.

b. Nilinunua saa.
Niliangalia saa.
Ninavaa saa.
Ninavaa saa mkononi.
Ninavaa saa mfukoni.
Ninafuata saa.
Ninaona saa.

b. Saa hii.
Saa ile.
Saa hizi.
Saa zile.
Saa nzima.
Saa zote.
Saa tatu kutwa.

d. Hii ni saa yangu.
Hii ni saa yako.
Ile ni saa yake.
Hizi ni saa zetu.
Zile ni saa zenu.
Zile ni saa zao.
Hizi ni saa za askari.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Leo ni siku gani?

   Leo ni Jumatatu, siku ya kazi.

2. Kuna siku ngapi katika juma (wiki)?

   Kuna siku saba kwa kalenda yetu.

3. Waswahili wanataja siku za juma?

   Ndio, wanaanza na Ijumaa, siku ya kwanza.

4. Hiyo ni sikukuu kwa Waswahili?

   Ni sikukuu kwa Waislamu.

5. Wao wanaabudu Mungu siku hiyo?

   Ndio, na Wakristo wanaabudu Jumapili.

6. Siku za kazi ni kutoka Jumatatu hata Jumamosi?

   Ndio, ila kwa Waislamu.

7. Utasafiri kesho siku ya Jumanne?

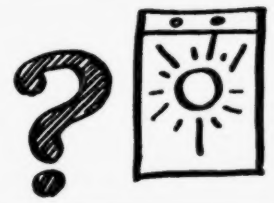
   La, nitasafiri kesho kutwa, Jumatano.

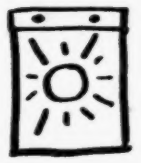
8. Utarudi baada ya siku chache?

   Nitarudi siku ya Alhamisi.

LESSON 31

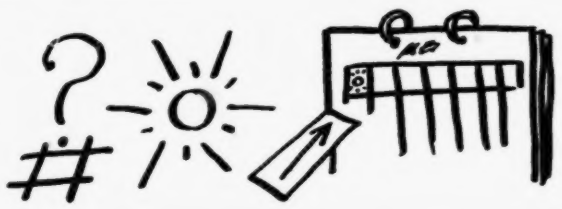
1

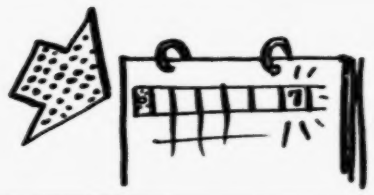




Jumatatu
(Monday)

2





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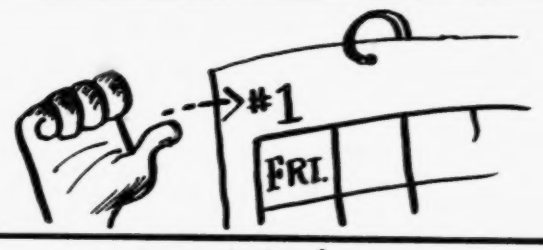

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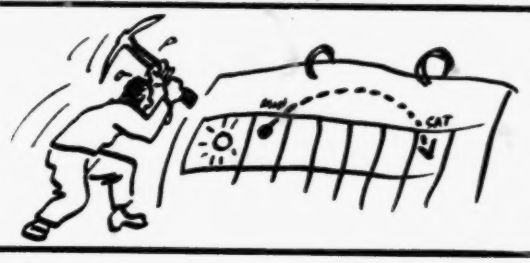


7

8

1. What day is it today?
   Today is Monday.

2. How many days are there in a week?
   There are seven days in a week.

3. How do the Swahili's name the days of the week?
   They begin with Friday as the first day.

4. Is that a great day (holiday) for the Swahili's?
   It is the chief day to the Muslims.

5. Are they worshipping God on that day?
   Yes, and Christians worship on Sunday.

6. The work days are from Monday to Saturday.
   Yes, except to the Muslims.

7. Will you travel tomorrow, Tuesday?
   No, I'll travel day after tomorrow, Wednesday.

8. Will you come back after a few days?
   I'll come back on Thursday.

Step 1.

1. Drills on the calendar.

a. Repetition Drill

Leo ni Jumatatu.

Jumanne, Jumatano, Jumapili.

Ijumaa ni sikukuu ya Waislamu.

leo, kesho, kesho kutwa.

Waislamu wanaabudu Ijumaa.

sasa, leo, hapa.

Substitution Drill

Jumanne: Leo ni -----.

Jumatatu, Jumapili, Jumatano.

kesho: ----- ni sikukuu ya Waislamu.

leo, kesho kutwa, Ijumaa.

hapa: Waislamu wanaabudu -----.

leo, sasa, Ijumaa.

b. Repetition Drill

Tutasafiri Alhamisi.

shindana, ondoka, fika.

Wakristo wataabudu Jumapili.

pumzika, kwenda, ingia.

Jumamosi tutakwenda Nairobi.

kesho, Jumatano, Jumanne.

Substitution Drill

tutashindana: ----- Alhamisi.

ondoka, fika, safiri.

watakwenda: Wakristo ----- Jumapili.

abudu, ingia, pumzika.

Jumanne: ----- tutakwenda Nairobi.

Jumatano, kesho, Jumamosi.

c. Repetition Drill

Nitarudi siku ya kwanza.

-a pili, -a tatu, -a mwisho.

Walifuata kalenda ya Kiislamu.

chukua, tazama, taka.

Tutakuwa na sikukuu kubwa.

-ingi, chache, tatu.

Substitution Drill

-a pili: Nitarudi siku -----.

-a tatu, -a kwanza, -a mwisho.

walichukua: ----- kalenda ya Kiislamu.

fuata, tazama, taka.

tatu: Tutakuwa na sikukuu -----.

-kubwa, -chache, -ingi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 31

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Leo ni siku gani?
2nd: Leo ni Ijumaa.

Jumatatu, Jumanne, Jumamosi.

b. 1st: Wanaabudu siku gani?
2nd: Wanaabudu Ijumaa.

ingia, ondoka, rudi.

c. 1st: Utasafiri lini?
2nd: Nitasafiri Jumatano.

Jumamosi, Alhamisi, Ijumaa.

d. 1st: Mtafanya kazi Jumapili?
2nd: La, Jumapili ni sikukuu.

Jumanne, Alhamisi, Ijumaa.

e. 1st: Siku ya kwanza ya wiki ni Jumanne?
2nd: La, ni Ijumaa kwa Waislamu.

Jumamosi, Jumatatu, Jumapili.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wiki moja ni siku ngapi?
Ni siku saba.

mwezi, mwaka, juma.

b. Utasafiri kesho?
La, nitasafiri leo.

Jumamosi, Jumapili, Jumanne.

c. Atarudi siku gani?
Atarudi kesho.

Jumamosi, Alhamisi, Ijumaa.

d. Jumapili ni sikukuu?
Ndio, ni sikukuu ya Kikristo.

leo, kesho, kesho kutwa.

e. Ijumaa ni sikukuu kubwa?
Ndio, kwa Waislamu.

pia, vilevile, hapa.

f. Mvuvi atavua samaki kesho?
La, atavua samaki Jumamosi.

Ninyi, vijana, wewe.

g. Walifanya kazi jana?
Ndio, walifanya kazi.

Jumapili, Ijumaa, Jumatatu.

h. Jana walifanya kazi?
La, walipumzika.

Jumanne, Jumatano, Jumamosi.

i. Mtamaliza kazi saa ngapi?
Tutamaliza saa nane usiku.

anza, ingia, acha.

j. Leo ni siku ya soko?
La, siku ya soko ni Jumapili.

kupumzika, kuabudu.

k. Tutaondoka kesho.

Jumanne, jioni, Jumapili.

l. Wanaabudu kila siku.

cheza, jifunza, fanya kazi.

m. Tutamaliza kazi wiki hii.

mwezi, mwaka, juma.

n. Nitarudi baada ya siku chache.

miezi, wiki, saa.

o. Jumatatu ni siku ya kazi.

leo, Jumanne, kesho.

p. Kesho ni sikukuu.

leo, Jumatano, Alhamisi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wiki moja ina siku saba. Kila siku ina jina. Waislamu wanaanza kuhesabu na siku ya Ijumaa. Kwa Waislamu hii ni siku kubwa, ni sikukuu yao. Siku hiyo wanakwenda kuabudu Mungu. Wakristo wanaabudu Mungu siku ya Jumapili.

Siku ya Jumatatu watu wote wanakwenda kazini. Wanaendelea ña kazi kila siku hata Jumamosi. Labda wengine watatoka kazini saa sita siku ya Jumamosi.

Hivi tunaona katika kutaja siku tunafuata kalenda ya Waislamu. Wiki yao inaanzia na Ijumaa. Jumamosi ni siku ya kwanza kufuata Ijumaa, Jumapili siku ya pili, Jumatatu siku ya tatu, na hivyo. Siku kabla ya Ijumaa ni Alhamisi. Ali atarudi safarini siku hiyo. Alisafiri siku ya Jumanne.

Step 2. Questions based on the above narration:

Kuna siku ngapi katika juma?
Kila siku ina jina lake?
Ijumaa ni siku kubwa kwa Waislamu?
Wanafanya nini siku hiyo?
Sikukuu ya Wakristo ni siku gani?

Watu wanakwenda kazini siku gani?
Wanaendelea siku za kazi hata lini?
Wakristo wanapumzika siku gani?
Waislamu watafanya kazi Ijumaa?
Wiki ya Waislamu inaanzia siku gani?

Tunafuata kalenda ya Waislamu?
Jumapili ni siku ya ngapi katika kalenda ya Kikristo?
Siku gani inafuata Jumatano?
Ali alikwenda lini safarini?
Na atarudi siku gani?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

Some words which have been assimilated from the Arabic originally contained a dorso velar voiceless fricative /χ/, which has a similar sound to the Scotch 'loch' or the German 'ach'. However, since the Bantu element in Swahili does not favor harsh sounds, this /χ/ has been replaced by /h/ in all cases. Some people, affected by Arabic, especially along the coast, may pronounce some words with this /χ/ sound, but standard Swahili has pretty well discarded this and replaced this sound by an /h/.

e.g.	khabari	>	/χabári/	>	/habári/
	Alkhamisi	>	/Alχamisi/	>	/Alhamisi/
	khafifu	>	/χafífu/	>	/hafífu/

II. Language Structure

a. Many concepts can be personalized by use of the Living Beings Class prefixes M-Wa. Thus a religious concept or an adjective can be used as a noun or name representing a person embodying those concepts.

e.g.	M-kristo	> Mkristo	(A Christian)
	Wa-kristo	> Wakristo	(Christians)
	Mw-islamu	> Mwislamu	(A Muslim)
	Wa-islamu	> Waislamu	(Muslims)
	M-zee	> Mzee	(Old Man)
	Wa-zee	> Wazee	(Old People)
	M-dogo	> Mdogo	(A Minor)
	Wa-dogo	> Wadogo	(Minors)

b. The ordinal numbers like: first, second, third, fourth, etc. are formed by the use of the possessive particle '-a' (of) preceding the number.

-a kwanza	(first)
-a pili	(second)
-a tatu	(third)
-a nne	(fourth)

-a tano (fifth)
-a sita (sixth)
-a kumi (tenth)
-a ishirini, etc. (twentieth)

Note the irregular forms with 'first' and 'second'.

Thus an expression like: 'The first person to arrive', 'mtu wa kwanza kufika', in a literal translation has the following word order 'person of first to arrive'.

III. Cultural Item

The calendar in East Africa, or at least as far as the Swahili language is concerned, is a composite of Eastern and Western, Muslim and Christian traditions. The days of the week follow the Muslim tradition, and since Friday is their chief day and also day of worship, the days are named or numbered starting with Friday.

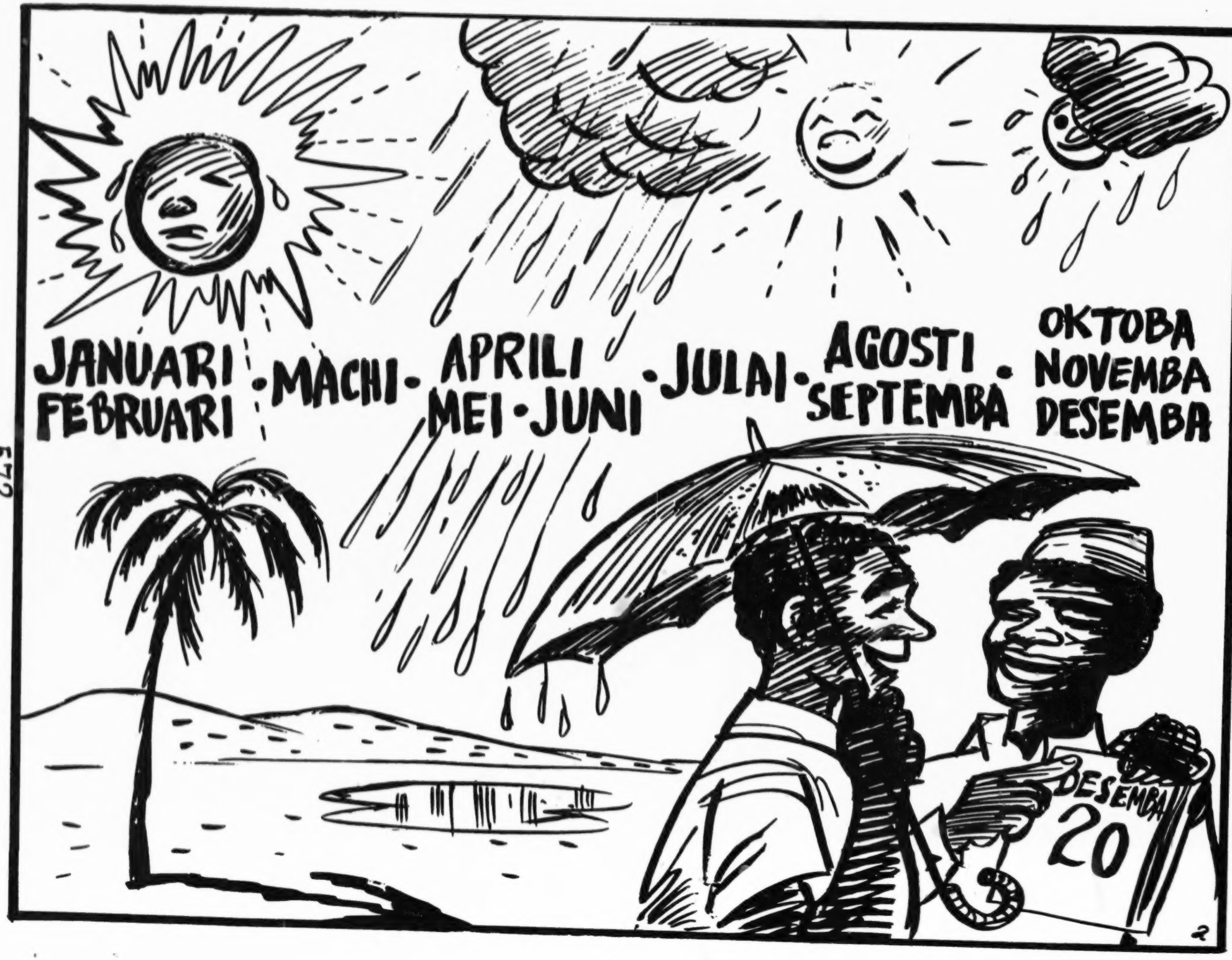
Friday	=	Ijumaa	(THE day of the week)
Saturday	=	Jumamosi	(first day after Ijumaa)
Sunday	=	Jumapili	(second day after Ijumaa)
Monday	=	Jumatatu	(third day after Ijumaa)
Tuesday	=	Jumanne	(fourth day after Ijumaa)
Wednesday	=	Jumatano	(fifth day after Ijumaa)
Thursday	=	Alhamisi	(day of 'Hamisi', also meaning fifth)

These days are not identical with Arabic, but they are in the same tradition.

SWAHILI BASIC COURSE

LESSON 32

JANUARI · MACHI · APRILI · JULAI · AGOSTI · OKTOBA
FEBRUARI · MEI · JUNI · SEPTEMBA · NOVEMBA · DESEMBA



LESSON 32

1. EXPRESSION STRUCTURE

a. Phonemes: Reinforcement of the initial /mw/ cluster and of the fronto-palatal stop /d'/.

b. Morphemes: Usage of adverbs of time and words pertaining to dates and time.

c. Syntax: Word order using the word 'tarehe'. The giving of dates, the names of the months.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) The months and seasons.

b. Cultural item: The seasons in Africa.

c. Lexical items:

Kiingereza	(English)	tarehe	(date)
Januari	(January)	majira	(season)
Februari	(February)	mvua	(rain)
Machi	(March)	nyesha	(rain, v.)
Aprili	(April)	hali	(condition)
Mei	(May)	upepo	(wind, breeze)
Juni	(June)	masika	(rainy season)
Julai	(July)	vuli	(small rains)
Agosti	(August)	mwezi	(month, moon)
Septemba	(September)	wala	(neither, nor)
Oktoba	(October)	Krismasi	(Christmas)
Novemba	(November)	umri	(age)
Desemba	(December)		

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on dates and months.

a. Mwezi wa Januari.
Mwezi wa Februari.
Mwezi wa Machi.
Mwezi wa Aprili.
Mwezi wa Mei.
Mwezi wa Juni.

b. Mwezi wa Julai.
Mwezi wa Agosti.
Mwezi wa Septemba.
Mwezi wa Oktoba.
Mwezi wa Novemba.
Mwezi wa Desemba.

c. Mwezi huu.
Mwezi ule.
Miezi hii.
Miezi ile.
Mwaka huu.
Mwaka ule.

d. Majira ya joto.
Majira ya baridi.
Majira ya mvua.
Majira ya vuli.
Majira ya masika.
Majira ya Krismasi.

e. Tarehe gani leo?
Leo ni tarehe gani?
Ni tarehe ishirini.
Ni tarehe kumi na mbili.
Utasafiri tarehe gani?
Nitasafiri tarehe kumi.

f. Majina ya Kiingereza.
Majina ya Kizungu.
Majina ya Kiswahili.
Kalenda ya Kizungu.
Kalenda ya Kikristo.
Kalenda ya Kiislamu.

2. Drills relating to time.

a. Saa moja.
Saa moja na robo.
Saa moja kasa robo.
Saa moja na nusu.
Saa moja na dakika tano.

b. Saa moja ina dakika ngapi?
Kuna dakika ngapi katika saa moja?
Katika saa moja kuna dakika sitini.
Katika nusu saa kuna dakika thelasini.
Katika robo saa kuna dakika kumi na tano.

c. Mwezi mmoja una siku ngapi?
Una siku thelasini.
Mwezi una wiki ngapi?
Mwezi una wiki nne.
Mwaka una miezi mingapi?
Mwaka una miezi kumi na miwili.

d. Mwaka una wiki ngapi?
Mwaka una wiki hamsini na mbili.
Wiki moja ina siku ngapi?
Wiki ina siku saba.
Kuna siku ngapi katika juma?
Kuna siku saba katika juma.

e. Sasa ni saa tatu na nusu.
Ni saa tatu asubuhi.
Ni saa tatu usiku.
Ni saa sita sasa.
Saa nne mchana.
Saa nne usiku.

f. Leo asubuhi, saa mbili.
Leo saa sita.
Kesho asubuhi, saa moja.
Kesho jioni, saa kumi na moja.
Jana jioni, saa kumi na nusu.
Jana asubuhi, saa moja na robo.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Katika mwaka kuna miezi mingapi?
   Kuna miezi kumi na miwili.

2. Majina ya miezi ni kama ya Kiingereza?
   Ni karibu sawa na ya Kiingereza.

3. Kule Tanganyika mvua inanyesha lini?
   Majira ya masika ni miezi ya Aprili, Mei, na Juni.

4. Mvua inanyesha katika majira hayo tu?
   La, katika vuli kuna mvua kidogo.

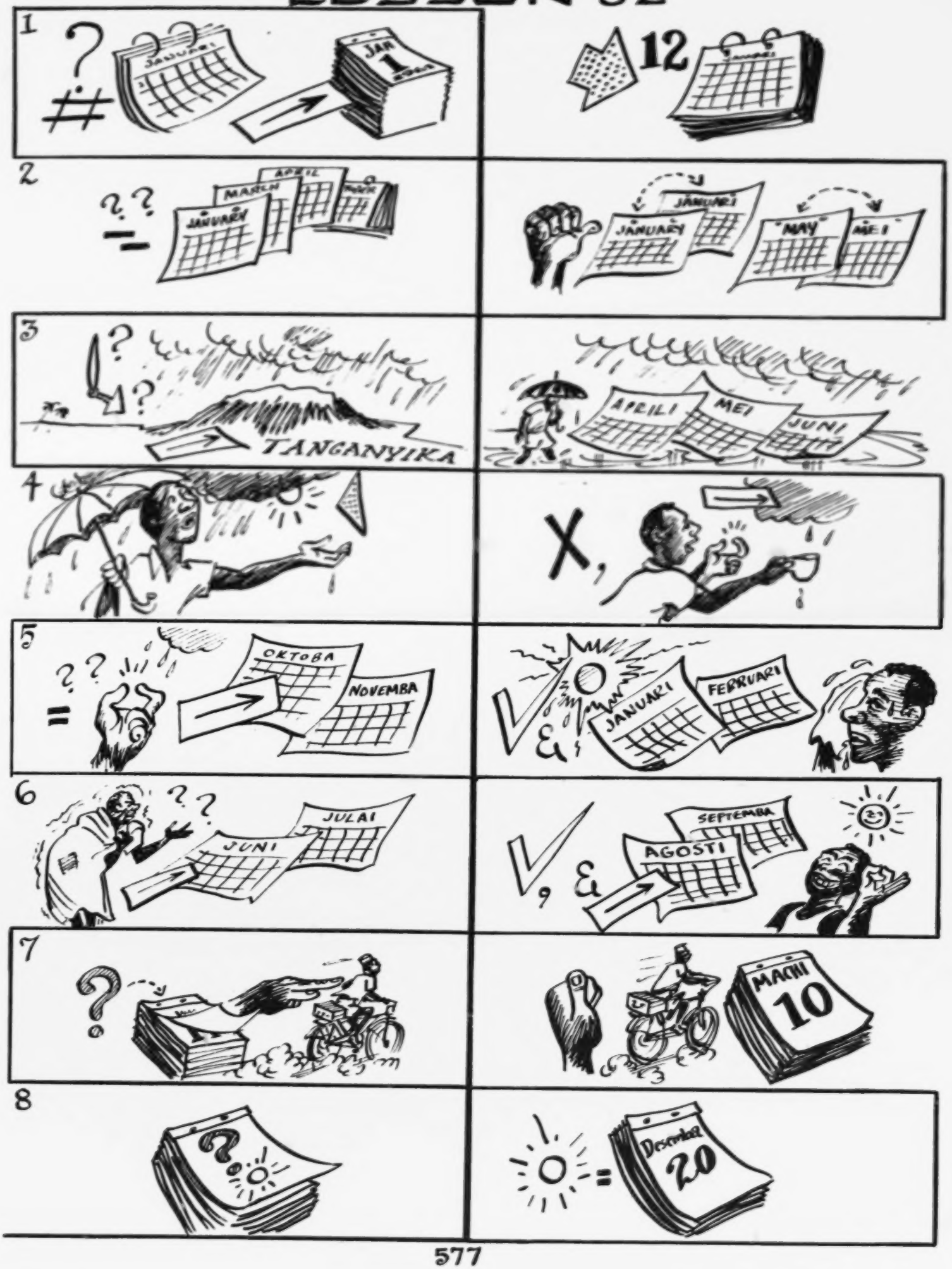
5. Majira ya vuli ni Oktoba na Novemba?
   Ndio, na miezi ya joto ni Januari na Pebruari hasa.

6. Miezi ya baridi zaidi ni Juni na Julai?
   Ndio, na Agosti na Septemba kuna hali nzuri.

7. Utasafiri tarehe gani?
   Nitasafiri tarehe kumi mwezi wa Machi.

8. Leo ni tarehe gani?
   Leo ni tarehe ishirini, mwezi wa Desemba.

LESSON 32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JANUARI
JAN 1
12
2
APRIL
MARCH
JANUARY
JANUARI
JANUARY
MAY
MEI
3
TANGANYIKA
APRILI
MEI
JUNI
4
X,
5
OKTOBA
NOVEMBA
JANUARI
FEBRUARI
6
JULAI
JUNI
SEPTEMBA
AGOSTI
7
MACHI
10
8
Desmba
20

1. How many months are there in a year?

   There are 12 months.

2. Are the months named like in English?

   They are very close to the English.

3. When does it rain there in Tanganyika?

   The big rainy season is in April, May and June.

4. Does it rain only during that season?

   No, it rains a little in the small rainy season.

5. Is the small rainy season in October and November?

   Yes, and the hot months are January and February in particular.

6. The coldest months are in June and July?

   Yes, and in August and September it is very nice.

7. On what date are you travelling?

   I'll travel on the 10th of March.

8. What date is it today?

   Today is the 20th of December.

Step 1.

1. Drills on dates and months.

a. Repetition Drill

Kuna mvua majira ya masika.

wakati, miezi, siku.

Tunapata joto miezi miwili hasa.

-tatu, -tano, -moja.

Mvua inanyesha miezi mitatu.

-ingi, -wili, -chache.

Substitution Drill

miezi: Kuna mvua ----- ya masika.

majira, siku, wakati.

-tatu: Tunapata joto miezi ----- hasa.

-tano, -moja, -wili.

-ingi: Mvua inanyesha miezi -----.

-chache, -nane, kumi.

b. Repetition Drill

Mvua itanyesha mwezi wa Juni.

Mei, Julai, Aprili.

Majira ya vuli ni Oktoba.

Novemba, Desemba, Septemba.

Nitasafiri tarehe kumi mwezi huu.

sita, ishirini na nne, kumi na mbili.

Substitution Drill

Mei: Mvua itanyesha mwezi wa -----.

Juni, Aprili, Julai.

Novemba: Majira ya vuli ni -----.

Oktoba, Desemba, Septemba.

ishirini: Nitasafiri tarehe ----- mwezi huu.

sita, kumi na mbili, nane.

c. Repetition Drill

Kuna hali nzuri mwezi huu.

wiki, wakati, miezi.

Sikukuu ya Krismasi ni Desemba.

kesho, leo, kesho kutwa.

Kuna baridi Juni na Julai.

joto, mvua, upepo.

Substitution Drill

wiki: Kuna hali nzuri ----- hii.

wakati, miezi, mwezi.

leo: Sikukuu ya Krismasi ni -----.

Desemba, kesho, kesho kutwa.

joto: Kuna ----- Juni na Julai.

baridi, mvua, upepo.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 32

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Mvua itanyesha lini?
2nd: Itanyesha mwezi wa Aprili.

Mei, Juni, Julai.

b. 1st: Utasafiri tarehe gani?
2nd: Nitasafiri tarehe kumi.

tano, ishirini, thelasini.

c. 1st: Leo ni tarehe gani?
2nd: Leo ni tarehe sita.

nane, kumi na saba, ishirini na tatu.

d. 1st: Kuna hali gani leo?
2nd: Kuna hali nzuri.

hapa, wiki hii, mwezi huu.

e. 1st: Tutapata mvua mwezi wa Juni?
2nd: Ndio, na Julai pia.

Aprili, Agosti, Mei.

5th PERIOD RECOMBINATION DRILL LESSON 32

Note: If facilities are available this period can be scheduled for a language lab session.

a. Huu ni mwezi wa Januari?
La, ni mwezi wa Desemba.

Agosti, Juni, Februari.

b. Huu ni mwezi wa baridi?
Ndio, ni mwezi wa baridi nyingi.

joto, mvua, upepo.

c. Mtoto huyu ana umri gani?
Ana umri wa miezi sita.

mbwa, mnyama, swala.

d. Mwaka mmoja ni miezi mingapi?
Ni miezi kumi na miwili.

siku, wiki.

e. Watarudi mwezi gani?
Watarudi mwezi wa Mei.

ondoka, shambulia, shindana.

f. Mvua nyingi itanyesha leo?
La, mvua kidogo tu itanyesha.

kesho, Jumapili, jioni.

g. Askari watahama lini?
Watahama mwezi wa Aprili.

ninyi, mgeni, wewe.

h. Utarudi tarehe gani?
Nitarudi tarehe tano Oktoba.

pumzika, safiri, kwenda.

i. Hii ni saa yako?
La, ni ya Karanja.

mkuki, mikeka, vitabu.

j. Kijana huyo anapendeza?
Ndio, anapendeza sana.

mti, milima, vikombe.

k. Waliongea kwa saa nyingi.

cheza, soma, pumzika.

l. Mwezi wa Juni kuna mvua.

Julai, Agosti, Septemba.

m. Tutasafiri kwa mwezi mmoja.

fanya kazi, pigana, shindana.

n. Alikaa kule miezi mitatu.

-ingi, -nne, sita, -moja.

o. Leo kuna baridi kali.

-ingi, sana, zaidi.

p. Atafika tarehe sita Aprili.

Desemba, Juni, Februari.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Katika mwaka kuna miezi kumi na miwili. Kila mwezi una jina. Kwa Kiswahili jina ni karibu sawa na jina la Kiingereza. Katika kalenda Waafrika wanafuata kalenda yetu.

Majira ya Afrika ya Mashariki ni tofauti na majira hapa Amerika. Kule mvua inanyesha zaidi katika miezi ya Aprili, Mei na Juni, ndiyo majira ya masika. Kabla ya masika kuna majira ya joto katika miezi ya Januari na Februari. Lakini miezi ya Juni na Julai kuna baridi sana.

Miezi ya Agosti na Septemba kuna hali nzuri. Hakuna joto kubwa wala baridi. Watu wengi wana-kwenda shambani kuvuna wakati huo. Katika miezi ya Oktoba, Novemba, na labda hata Desemba, mvua inaweza kunyesha kidogo. Ni majira ya vuli. Mwezi wa Desemba tuna sikukuu yetu kubwa ya Krismasi.

Step 2. Questions based on the above narration:

Kuna miezi mingapi katika mwaka?
Majina ya miezi ni karibu sawa na ya Kiingereza?
Waafrika wanafuata kalenda yetu?

Kule Afrika majira ni tofauti na hapa?
Tanganyika ni Afrika ya Mashariki?

Majira ya masika ni miezi gani?
Majira ya joto ni baada ya masika?
Hali ya baridi zaidi ni miezi gani?
Majira ya joto ni miezi gani?
Mvua inanyesha zaidi miezi gani?

Tutapata hali nzuri mwezi wa Agosti?
Kuna joto kubwa mwezi wa Septemba?
Watu wanafanya nini shambani miezi hiyo?
Tutapata mvua kidogo mwezi wa Novemba?
Sikukuu kubwa ya Krismasi ni lini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

This lesson brings us to the close of the pronunciation phase which stresses the various sound features. All different, or somewhat unusual sound combinations for the English speaker have been discussed and reinforced. In the following volumes these sound features will re-occur as a matter of course. It is hoped that the student will be familiar enough with all these sound features so he can speak Swahili with increasing confidence.

The /mw/ cluster and the fronto-palatal /d'/ sound occur frequently in this lesson and you may have found these somewhat difficult in the past, it is good to reinforce these periodically to make sure that they have been well learned. See Lesson 5 and Lesson 15.

II. Language Structure

a. In connection with telling of time, giving of dates, etc. the following adverbs of time are reinforced again:-

sasa	(now)	asubuhi	(morning)
leo	(today)	jioni	(evening)
kesho	(tomorrow)	mchana	(daytime)
jana	(yesterday)	usiku	(night time)

These are used as in English, except for the expressions: this morning, this evening, the Swahili idiom calls for the word "today" in place of "this" and so produces: 'leo asubuhi' and 'leo jioni'.

b. When giving or mentioning a date the word 'tarehe' (date) precedes the actual naming of the date. Thus: I arrived on the 25th of March, 1962, would be rendered as follows in Swahili: 'nilifika tarehe 25, mwezi wa Machi, mwaka wa sitini na mbili'. Literally this is: 'I arrived date 25, month of March, year of sixty two'. (The full number 1962 need not always be given in full.)

c. In the previous lesson mention was made about forming personalized nouns by use of the M-Wa prefixes. In this lesson the prefix KI is used to denote the manner or qualitative aspect, and also the language.

e.g. Kiswahili (refers to Swahili like, fashion, or the Swahili language).

Kiingereza (English fashion, English language.)

Kizungu (European style)

Kikristo (Christian in nature)

Kiislamu (Muslim in nature)

III. Cultural Note

In Swahili the calendar, as stated in the previous lesson, is a composite of Christian and Muslim traditions. The days of the week follow the Muslim pattern, although as far as the calendar set up is concerned, Jumapili (Sunday) still heads the week as the first day. The names of the months have been taken over from the English and adapted for the Swahili language. Thus we get:-

Januari
Februari
Machi
Aprili, etc.

The seasons in Africa group themselves around the rainy and dry seasons. The heavy rains (masika) come in April, May and June. This is followed by the coldest month of the year, namely, July. August, September and October are very agreeable. The short rains (vuli) come in November and December. January and February are the hottest and driest months of the year.

SWAHILI BASIC COURSE

LESSON 33

U.S.A
KENYA
UGANDA
TANGANYIKA
INDIAN OCEAN

VOLUME III BLUE PRINT LESSON 33

1. EXPRESSION STRUCTURE

a. Phonemes: Reinforcement of clusters: /ṇch/, /m̤m/.

b. Morphemes: The completed action or ME tense.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Geographical - Africa.

b. Cultural item: Equatorial region tempered by Highlands.

c. Lexical items:

Kontinenti	(Continent)	sehemu	(part)
lugha	(language)	Ikweta	(Equator)
enea	(spread)	Kongo	(Congo)
pitia	(pass through)	kati	(central)
		ramani	(map)
kuliko	(than)	chapwa	(printed)
uhuru	(freedom, independence)	tolewa	(issued)
		mkuu	(boss, superior)
kwa mfano	(for instance)	shida	(trouble, difficulty)
Bahari ya Hindi	(Indian Ocean)	potea	(get lost)

1st PERIOD PERCEPTION DRILL LESSON 33

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on the ME tense.

a.
Umepata ramani?	Nimepata ramani.
Umetambua nchi?	Nimetambua nchi.
Umefika Kenya?	Nimefika Kenya.
Umejifunza Kiswahili?	Nimejifunza.

b.
Amerudi?	Ndio, amerudi.
Ameleta ramani?	Ndio, ameleta.
Amefika Urguja?	Ndio, amefika.
Amesafiri Uganda?	Ndio, amesafiri.

c.
Watu wamekuja?	Wamekuja.
Watoto wamepata chai?	Wamepata.
Wametengeneza nyumba?	Wametengeneza.
Wamekula mkate?	Wamekula.

d.
Mmerudi lini?	Tumerudi sasa.
Mmenunua nini?	Tumenunua nguo.
Mmekaa wapi?	Tumekaa mjini.
Mmefanya nini?	Tumefanya kazi.

e.
Lugha imeenea.
Kiswahili kimeenea.
Nchi imepata uhuru.
Nchi imefaulu.

f.
Ramani imetolewa.
Ramani imechapwa.
Kitabu kimechapwa.
Kitabu kimepotea.

2. Drills on new words.

a. Kontinenti kubwa.
Afrika ni kontinenti.
Ikweta inapitia Kenya.
Ikweta inapitia Kongo.

b. Mkuu wa nchi.
Mkuu wa skuli.
Maji ya bahari.
Bahari ya Hindi.

c. Nchi ya Uganda.
Nchi ya Kenya.
Nchi ya Kongo.
Nchi ya Tanganyika.

d. Kisiwa kidogo.
Kisiwa kikubwa.
Kisiwa cha Unguja.
Kisiwa katika bahari.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Kontinenti ya Afrika ni kubwa sana?

   Ni mara tatu kubwa kuliko Amerika (U.S.A.).

2. Lugha ya Kiswahili imeenea katika sehemu gani?

   Kiswahili kimeenea Afrika ya Mashariki hasa.

3. Ikweta inapitia nchi gani?

   Ikweta inapitia nchi za Kenya, Uganda, na Kongo.

4. Umepata ramani nzuri ya Afrika nzima?

   Ndio, ramani hii mpya imechapwa sasa.

5. Ramani hiyo imetolewa na nani?

   Imetolewa na mkuu wetu hapa mjini.

6. Umetambua nchi zenye kupata uhuru?

   Ndio, kwa mfano Tanganyika imepata uhuru.

7. Je, Kenya imepata uhuru vilevile?

   La, bado, lakini Uganda imefaulu kupata.

8. Wapi kisiwa cha Unguja?

   Kisiwa hicho ni katika Bahari ya Hindi karibu na Tanganyika.

LESSON 33

1

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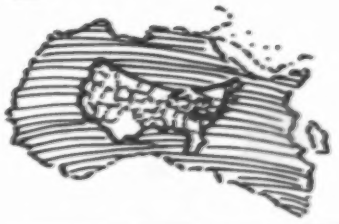

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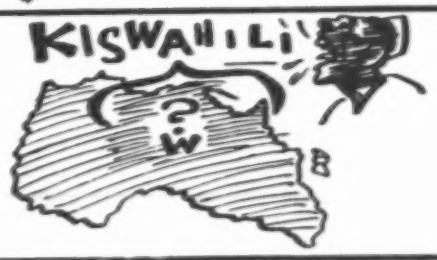

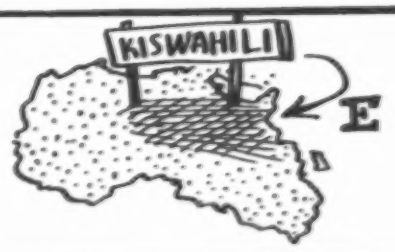

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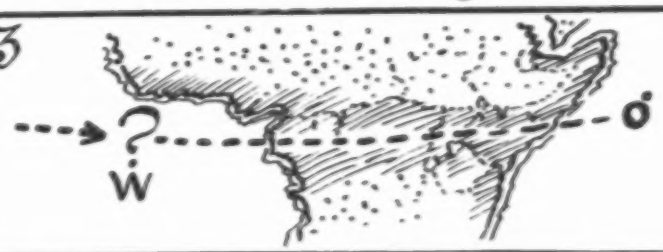

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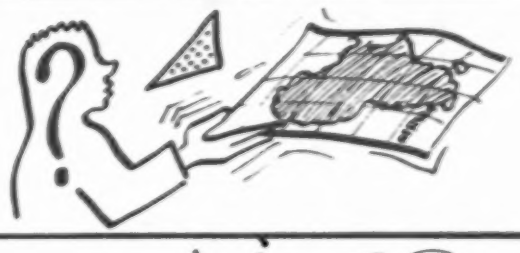

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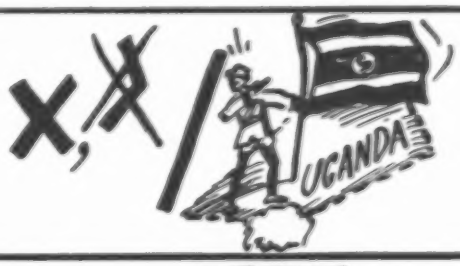

8

1. Is the continent of Africa very large?

   It is three times as large as America (U.S.A.).

2. Over which parts is the Swahili language extended?

   Swahili extends throughout East Africa in particular.

3. Through which countries does the Equator pass?

   The Equator passes through Kenya, Uganda and the Congo.

4. Did you get a good map of the whole of Africa?

   Yes, this new map has been printed now.

5. By whom was that map issued?

   It is issued by our boss here in town.

6. Do you know the countries which have gained independence?

   Yes, for instance Tanganyika is independent.

7. Say, is Kenya independent as well?

   No, not yet, but Uganda has gained independence.

8. Where is the island of Zanzibar?

   That island is in the Indian Ocean off Tanganyika.

Step 1.

1. Reinforcement of "ME" tense.

a. Repetition Drill

Mkuu wetu ametoa ramani hii.

onyesha, kagua, leta, pata.

Tanganyika imepata uhuru.

poteza, pewa, tafuta.

Kiswahili kimeenea Tanganyika.

Kenya, Unguja, Kongo, Katanga.

Substitution Drill

amenunua: Mwalimu wao ----- ramani mpya.

pata, pewa, leta.

nchi: ----- itapata uhuru mwaka huu.

Kenya, Unguja, Pemba.

nchi: Lugha hii imeenea ----- nzima.

Tanganyika, Kenya, Afrika.

b. Repetition Drill

Kontinenti ya Afrika ni kubwa sana.

Asia, Amerika.

Ikweta inapitia nchi ya Kenya.

Uganda, Kongo.

Wahindi wametoka Bara Hindi.

penda, rudi.

Substitution Drill

Ulaya: ----- ni Kontinenti ndogo.

Australia.

Kenya: ----- ni nchi nzuri.

Uganda, Unguja, Tanganyika.

tumepitia: ----- Bahari ya Hindi.

ona, fika.

2. Drills on new words.

a. Repetition Drill

Wamevuka Bahari ya Hindi.

fika, acha, ingia.

Kontinenti hii ni kubwa kuliko ile.

bahari, sehemu, ramani.

3rd PERIOD PATTERN DRILL I LESSON 33

Kitabu kipya kimetolewa sasa.

chapwa, letwa, uzwa.

Substitution Drill

wamefika: ----- Bahari ya Hindi.

pitia, ingia, vuka.

bahari: ----- hii ni kubwa kuliko ile.

sehemu, ramani, Kontinenti.

kimechapwa: Kitabu kipya -----.

letwa, uzwa, tolewa.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 33

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Kontinenti hii ni kubwa?
2nd: La, ni Kontinenti ndogo.

bahari, ramani, sehemu.

b. 1st: Ramani imetolewa na nani?
2nd: Imetolewa na mkubwa wetu.

amri, ruhusa, zawadi.

c. 1st: Unguja imepata uhuru?
2nd: La, bado.

Kenya, Angola.

d. 1st: Ikweta inapitia wapi?
2nd: Inapitia Afrika ya Kati.

Mashariki, Magharibi.

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5th PERIOD RECOMBINATION DRILL LESSON 33

Note: If facilities are available this period can be scheduled for a language lab session.

a. Huu ni mwezi gani?
Huu ni mwezi wa Agosti.

Juni, Julai, Aprili.

b. Ramani ilitolewa tarehe gani?
Ilitolewa tarehe ishirini, mwezi wa Julai.

-tatu, sita, -nane.

c. Wapi kisiwa hicho?
Kisiwa hicho ni katika Bahari ya Hindi.

chombo, visiwa.

d. Ramani mpya imechapwa?
Ndio, na imetolewa.

kitabu, barua, stempu.

e. Umetambua kitabu chako.
Ndio, nimetambua.

mizigo, ramani, barua.

f. Wataondoka tarehe gani?
Wataondoka tarehe kumi na mbili.

fika, safiri, rudi.

g. Mvua itanyesha wakati gani?
Itanyesha wakati wa masika.

kuja, anguka.

h. Huu ni mlima mrefu?
Ndio, ni mlima mrefu sana.

mto, njia, safari.

i. Utakaa hapa miezi mingapi?
Nitakaa hapa miezi minane.

kumi, sita, -tano.

j. Tumechapa ramani mpya.

leta, toa, pata.

k. Huu ni wakati wa mvua.

baridi, joto, shida.

l. Nchi imepata uhuru.

Tanganyika, Uganda, sisi.

m. Leo ni tarehe kumi.

-nne, saba, ishirini.

n. Kisiwa cha Unguja kinapendeza.

mji, watu, Sultani.

o. Huu ni mwezi wa shida.

mwaka, siku, wakati.

6th PERIOD SITUATIONAL APPLICATION LESSON 33

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Tutajifunza juu ya kontinenti ya Afrika. Afrika ni kontinenti kubwa sana. Ni kubwa mara tatu kulika Amerika. Katika sehemu ya kati Ikweta inapitia kontinenti. Nchi upande wa Mashariki ni: Tanganyika, Kenya, na Uganda. Karibu na Tanganyika, katika Bahari ya Hindi, ni kisiwa cha Unguja. Katika nchi hizo zote lugha ya Kiswahili imeenea sana. Kiswahili kimeenea hata katika nchi ya Kongo. Kiswahili ni lugha kubwa ya Afrika.

Nchi za Tanganyika na Uganda zimepata uhuru. Labda Kenya itapata uhuru mwaka huu. Katika ramani mpya tunaweza kuona nchi hizi zote. Bahari ya Hindi imeenea kutoka Afrika mpaka India. Ni bahari kubwa. Kuna visiwa vingi katika bahari.

Step 2. Maswali:

Afrika ni kubwa kulika Amerika?
Ni kubwa mara ngapi kuliko U.S.A.?

Nini inapitia kati ya Afrika?
Kiswahili kimeenea wapi?
Kiswahili ni lugha ndogo?

Nchi gani imepata uhuru?
Unguja ni nini?
Wapi Unguja?
Kiswahili kimeenea Kongo vilevile?
Kenya imepata uhuru (1962)?

Wapi Bahari ya Hindi?
Kuna nini katika bahari?
Tunaweza kuona nini katika ramani?
Upande wa mashariki kuna nchi gani?
Ikweta inapitia nchi gani?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

We have a reinforcement of initial clusters /n̩č/ and /m̩m/, the preceding nasal being syllabic, and if in a penultimate position, than also stressed.

e.g.	nchi	/ńči/	(country)
	mmeona	/m̩meóna/	(you have seen)

See previous notes in Lessons 11 and 29.

II. Language Structure

Here we have a review of the ME tense, which denotes a completed action, or a resulting state or condition. Thus the time span involves more the present.

e.g.	The man is dead.	Mtu amekufa.
	The child has eaten.	Mtoto amekula.

See previous notes in Lesson 23.

III. Cultural Note

It is good to know a little of the geographical background of Africa, and East Africa in particular. The climate often has a bearing on developments affecting the people as well.

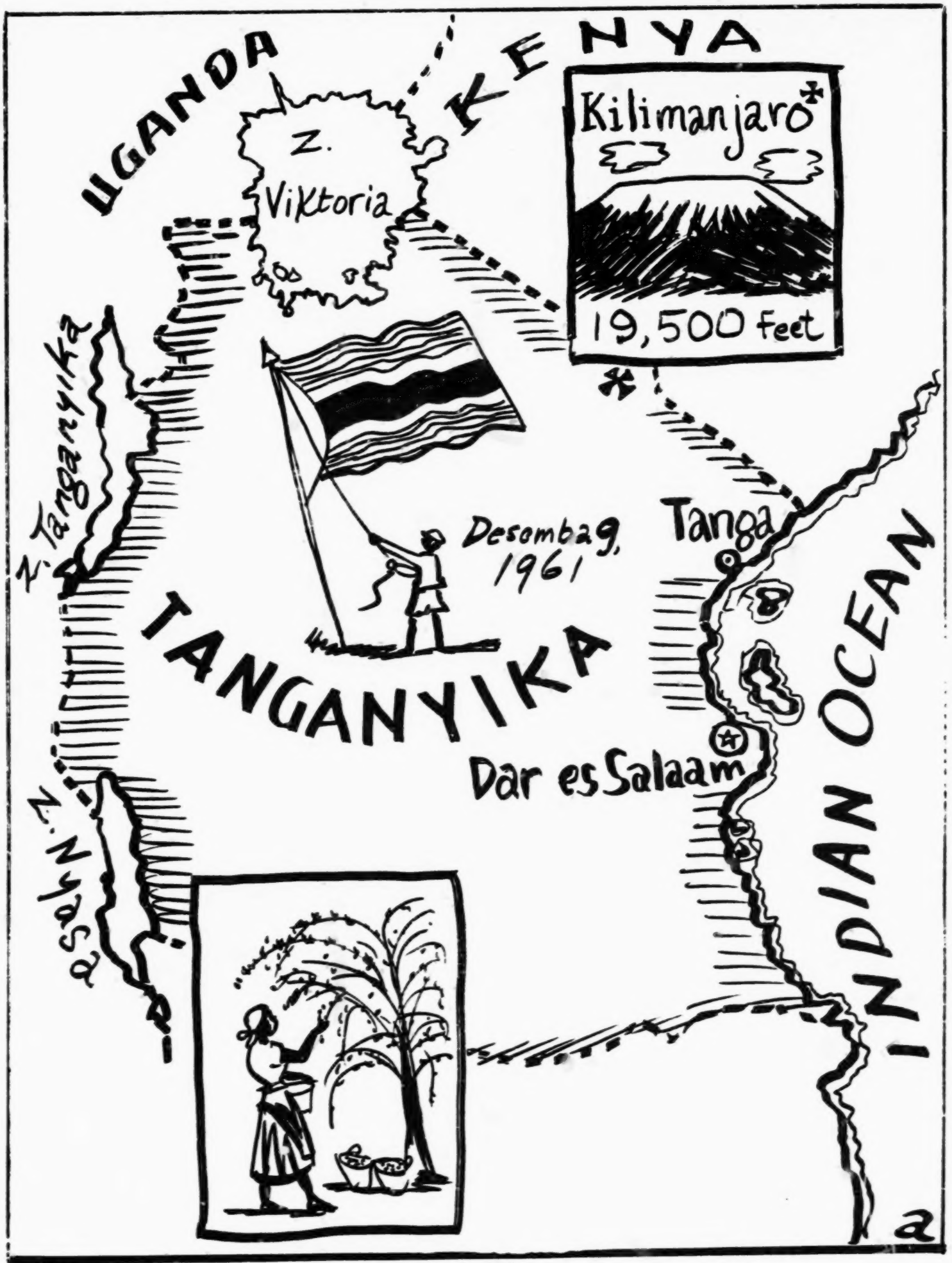
East Africa, comprising Tanganyika, Kenya, Uganda, and Zanzibar has been under British rule during most of the past 50 years. Tanganyika and Uganda have achieved independence as of 1962.

The Equator runs through Kenya and Uganda, but the climate of East Africa is on the whole mild and pleasant. It is tempered by the Highlands and the presence of Africa's highest mountains, such as: Mt. Kilimanjaro (19,350 ft.) in Tanganyika, Mt. Kenya (17,040 ft.) in Kenya, and Mt. Ruwenzori (16,798) in Uganda. All of these are covered with snow all the year around.

View of new buildings in Government Road, Nairobi.

SWAHILI BASIC COURSE

LESSON 34


UGANDA
KENYA
Z. Viktoria
Kilimanjaro
19,500 feet
Tanganyika
Desomba 9, 1961
Tanga
TANGANYIKA
Dar es Salaam
INDIAN OCEAN
2

1. EXPRESSION STRUCTURE

a. Phonemes: Reinforcement of the initial clusters /mp/, /mb/, /nd/ and their relationship to N class sound changes.

b. Morphemes: Reinforcement of the N class and its subject prefixes.

c. Syntax: Nouns followed by numerals have reverse word order to English. This affects also giving of a date, year, etc.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Some features about Tanganyika.

b. Cultural item: Tanganyika, achievement of independence.

c. Lexical items:

Kaskazini	(North)	mji mkuu	(capital city)
mpaka	(boundary)	bandari	(harbor,port)
barafu	(ice)	pwani	(coast)
theluji	(snow)	ya kutosha	(enough, sufficient)
urefu	(length)		
futi	(foot)	meli	(ship)
(measurement)		pandwa	(planted)
Wachagga	(tribe)	Kusini	(South)
staarabika	(be civilized)	reli	(railway, railroad)
maana	(importance)		

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills reinforcing the initial /mp/, /mb/ and /nd/ clusters.

a. Njia mpya.
Nyumba mpya.
Meli mpya.
Ramani mpya.

b. Njia mbaya.
Bandari mbaya.
Nyumba mbili.
Reli mbili.

c. Njia ndefu.
Reli ndefu.
Nyumba ndefu.
Siku ndefu.

2. Drills reinforcing N class demonstratives and subject prefixes.

a. Barafu hii nyeupe.
Theluji hii nyeupe.
Barafu ile baridi.
Theluji ile baridi.

b. Meli hizi kubwa.
Meli hizi ndogo.
Ramani zile mpya.
Ramani zile nzuri.

c. Bandari hii inatosha.
Reli hii inapitia nchi.
Kahawa ile inapandwa.
Kahawa ile inapendeza.

d. Sehemu hizi zina joto.
Sehemu zile zina baridi.
Njia hizi ni ndefu.
Njia zile ni fupi.

3. Drills on new expressions.

a. Nchi imepata uhuru.
Tanganyika imepata uhuru.
Watu wamepata uhuru.
Nchi zote zimepata uhuru.

b. Mipakani kaskazini.
Mipakani kusini.
Upande wa kaskazini.
Upande wa kusini.

c. Urefu ni futi 15,000.
Urefu ni maili 25.
Tarehe 9, mwezi wa 12.
Tarehe 22, mwezi wa 4.

d. Wachagga wamestaarabika.
Waamerika wamestaarabika.
Watu hao wamestaarabika.
Watu wengi wamestaarabika.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Ulisema kwamba Tanganyika imepata uhuru?
   Imepata uhuru tarehe 9, Desemba, mwaka wa '61.

2. Mlima mrefu wa Afrika ni katika Tanganyika?
   Ndio, ni upande wa kaskazini.

3. Kuna theluji juu ya mlima Kilimanjaro?
   Ndio, tena urefu wa mlima ni futi 19,500.

4. Watu gani wanaishi hapo Kilimanjaro?
   Ni Wachagga, watu hao wamestaarabika zaidi.

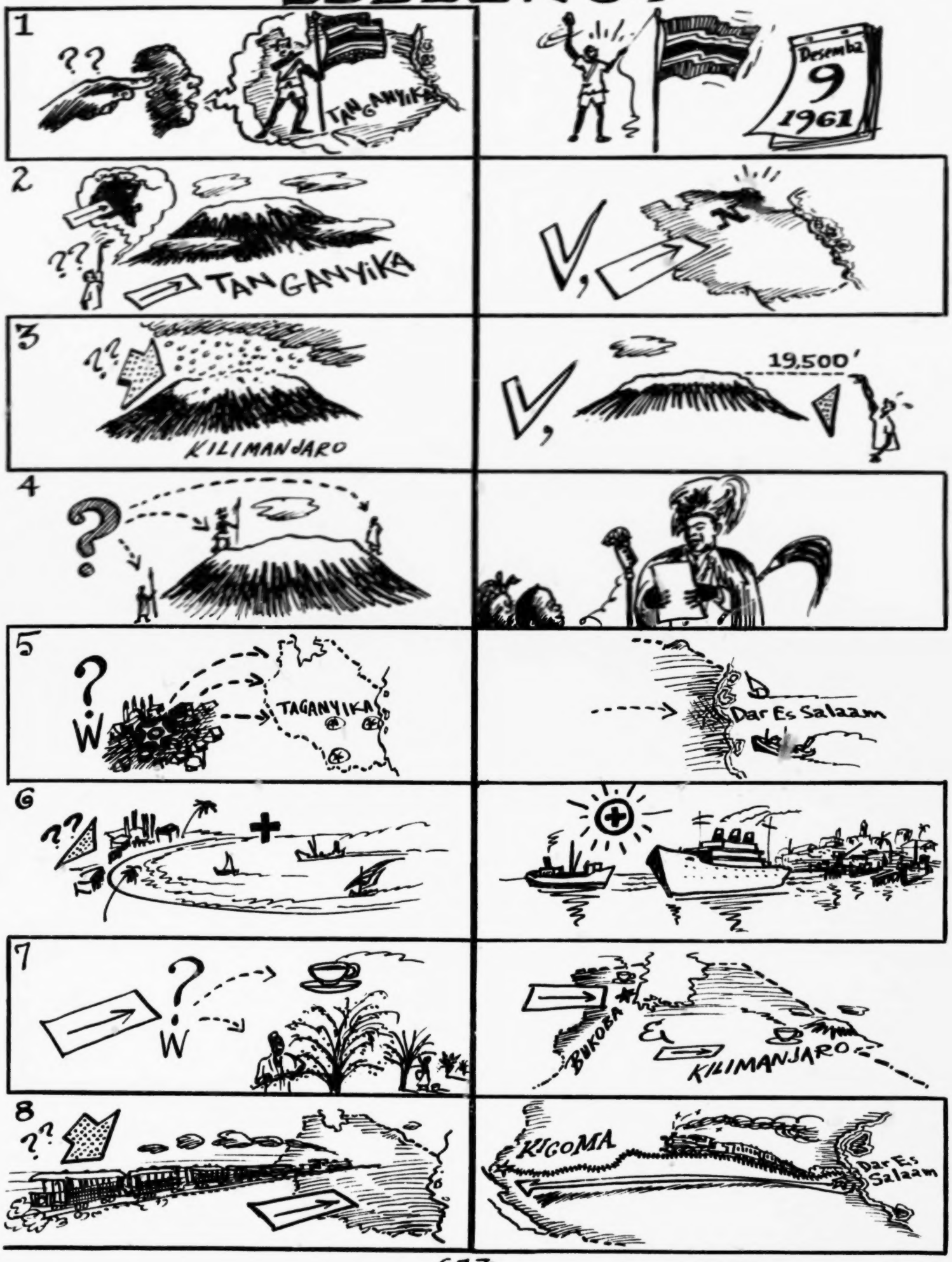
5. Mji gani ni mji mkuu wa Tanganyika?
   Ni bandari ya Dar es Salaam kule pwani.

6. Mji huo una bandari nzuri vilevile?
   Una bandari nzuri ya kutosha kwa meli kubwa.

7. Kahawa inapandwa katika sehemu gani?
   Inapandwa kule Bukoba, na Kilimanjaro.

8. Kuna reli ya maana kule Tanganyika?
   Reli kuu inatoka Dar es Salaam kwenda Kigoma.

LESSON 34


1
??
TANGANYIKA
Desemba
9
1961
2
??
TANGANYIKA
3
??
KILIMANJARO
19,500'
4
?
5
?
W
TAGANYIKA
Dar Es Salaam
6
??
7
?
W
BUKOBA
KILIMANJARO
8
??
KIGOMA
Dar Es Salaam

1. Did you say that Tanganyika got her independence?

   It became independent on the 9th of December, 1961.

2. Is the highest mountain of Africa in Tanganyika?

   Yes, it is in the north.

3. Is there snow on Mt. Kilimanjaro?

   Yes, moreover the height of that mountain is 19,500 ft.

4. What kind of people live around Kilimanjaro?

   It's the Chagga people, they have progressed in civilization.

5. Which city is the capital of Tanganyika?

   It is on the coast, the port of Dar es Salaam.

6. Does that city have a good harbor as well?

   It has a fine harbor suitable for large ships.

7. In which parts is coffee grown?

   It is grown in Bukoba, and the Kilimanjaro area.

8. Is there an important railroad in Tanganyika?

   The main railroad goes from Dar es Salaam to Kigoma.

Step 1.

1. Reinforcement drill on "N" class words.

a. Repetition Drill

Meli kubwa imeingia Kilindini.

-dogo, chache, -ingi.

Kilindini ni bandari kubwa ya Mombasa.

-zuri, kuu.

Tumesoma habari zote toka Tanganyika.

-baya, -ingi, -zuri.

Substitution Drill

nyingine: Bandari ----- zinatosha kwa meli ndogo tu.

-dogo, -ingi.

nyingi: Kahawa ----- inapandwa Bukoba, Tanganyika.

safi, tele, -zuri.

kubwa: Kule Dar es Salaam kuna bandari -----.

-dogo, kuu, -zuri.

b. Repetition Drill

Nyumba ile kubwa inapendeza.

meli, bandari.

Tuliingia katika bandari ndogo.

nyumba, motokaa.

Ninapenda kutazama bahari hii.

barafu, reli, bandari.

Substitution Drill

kubwa: Tuliona nyumba ----- mjini Nairobi.

-refu, chache, safi.

ndogo: Bandari hii ni ----- kuliko ile.

-zuri, -kubwa.

bandari: Ninatazama ----- hii na inapendeza sana.

theluji, barabara, meli.

2. Drills on "ME" class generalization.

a. Repetition Drill

Tanganyika imepata uhuru.

Uganda, Kongo, Somalia.

Wachagga wamepanda kahawa kwa miaka mingi.

uza, vuna, kunywa.

Wameleta habari toka Tanganyika.

sikia, pokea, chapa.

Substitution Drill

nyingi: Nchi ----- za Afrika zimepata uhuru.

chache, nyingine.

kahawa: ----- nyingi imepandwa na Waafrika.

chai, miti, mibuni.

tumeingia: ----- Dar es Salaam mji mkuu wa Tanganyika.

fika, ona, kagua.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 34

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Hii ni bandari gani?
2nd: Hii ni bandari ya Dar es Salaam.

mji, mtu, wenyeji.

b. 1st: Umefika Nairobi, mji mkuu wa Kenya.
2nd: Ndio, nimefika huko mara nyingi.

tembea, safiri, ishi.

c. 1st: Watu wa Kenya wamepanda kahawa?
2nd: Ndio, wamepanda kahawa nyingi.

Tanganyika, Uganda, Bukoba.

d. 1st: Wana reli kule Tanganyika?
2nd: Wana reli fupi kule Tanganyika.

nzuri, mbaya, ndefu.

e. 1st: Wachagga wana nchi ya maana kwa kulima?
2nd: Nchi ya Wachagga ni nzuri sana kwa kulima.
Wakikuyu, Waganda.

5th PERIOD RECOMBINATION DRILL LESSON 34

Note: If facilities are available this period can be scheduled for a language lab session.

a. Ulisemaje juu ya Tanganyika?
Nilisema kwamba Tanganyika imepata uhuru.

Uganda, Kongo.

b. Kuna bandari ya maana kule Tanganyika?
Ndio, kuna bandari kubwa na ya maana.

reli, barabara.

c. Wachagga hawa wanapanda chai?
La, wanapanda kahawa.

Wakikuyu, wenyeji, wakulima.

d. Tanganyika ni nchi kubwa kuliko Kenya?
Ndio, ni nchi kubwa kuliko Kenya.

Uganda, Unguja, Pemba.

e. Ile meli kubwa inasafiri wapi?
Inasafiri kwenda Bara Hindi.

-dogo, -zuri, -pya.

f. Watasafiri pwani ya Afrika ya Mashariki?
Ndio, watasafiri Mombasa.

ona, fika, rudi.

g. Umefurahi kusikia habari za Kenya?
Nimefurahi sana kusikia habari za huko.

pata, soma, jua.

h. Mmeona wanyama wakali Kenya?
Ndio, tumeona wanyama wengi wakali Kenya.

porini, Tanganyika, Uganda.

i. Kuna miji mingi mikubwa Tanganyika?
Kuna miji michache mikubwa Tanganyika.

mto, milima, barabara.

j. Tutasaidia kupanda kahawa Tanganyika.

jaribu, faulu, anza.

k. Bandari hii inafaa sana kwa meli.

kubwa, -ingine.

l. Alichelewa kufika skuli leo.

jana, juzi.

m. Nitasafiri Uganda kwa motokaa.

Kenya, Afrika ya Mashariki, nyumbani.

n. Wachagga watafurahi kuuza kahawa.

panda, kunywa, vuna.

o. Tutaendelea Kenya baada ya kuona Tanganyika.

fika, ingia, tembea.

6th PERIOD SITUATIONAL APPLICATION LESSON 34

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Tanganyika ni nchi nzuri, tena kubwa. Ni katika Afrika ya Mashariki. Ni kusini ya nchi ya Kenya. Upande wa Mashariki ni Bahari ya Hindi. Kule pwani kuna miji miwili mikubwa, Dar es Salaam na Tanga. Yote miwili ni bandari. Hiyo inatosha kwa meli kubwa.

Tanganyika ilipata uhuru tarehe 9, mwezi wa Desemba, mwaka wa 1961. Zamani Waingereza wali-tawala kule. Nchi inaendelea vizuri na ina-staarabika.

Upande wa kaskazini kuna mlima mrefu sana, Kilimanjaro. Juu ya mlima kuna theluji na barafu. Mlima huo una urefu wa futi 19,350.

Katika sehemu za Kilimanjaro, Bukoba na Tanga-nyika ya kusini, watu wanapanda kahawa. Kahawa inaleta faida kwa watu wengi. Reli inachukua kahawa bandarini.

Step 2. Maswali:

Tanganyika ni nchi ya namna gani?
Kaskazini ya Tanganyika kuna nchi gani?
Bahari ya Hindi ni upande gani?
Miji miwili ya pwani inaitwaje?
Hiyo inatosha kwa kitu gani?

Tanganyika ilipata uhuru mwezi gani?
Tanganyika ilipata uhuru mwaka gani?
Nani alitawala Tanganyika mwaka 1950?
Nchi inazidi kustaarabika au sivyo?
Ikweta inapitia Tanganyika?

Mlima Kilimanjaro ni upande gani?
Kuna nini juu mlimani?
Watu wanapanda nini kule Bukoba?
Hiyo inaleta faida kwa watu?
Reli inachukua nini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

The clusters /mp/, /mb/ and /nd/ appear more frequently in words of the N class or words in agreement with it. Here we have a phonological change where the prefix N becomes an M before P or B. Note the following changes in examples:-

a. n + pya > npya > mpya
   n + baya > nbaya > mbaya

b. The /nd/ is either the normal

   n + dogo > ndogo
or: n + refu > nrefu > ndefu.

Note how the 'n' has affected the initial 'r' of the stem.

c. The N before a W will change to an M, and in addition may also change the W to a B.

   e.g. n + wili > nwili > mwili > mbili.

II. Language Structure

The N class prefixes have already been discussed in Lesson 29. Refer back to this lesson for review. Take note that the subject prefixes are:

s. i (it) Nyumba hii inapendeza.
pl. zi (they) Nyumba hizi zinapendeza.

Before a vowel stem these prefixes are slightly modified and become:

s. i > y (it) Nyumba yangu.
pl. zi > z (they) Nyumba zangu.

III. Cultural Note

A few background notes of Tanganyika will be helpful towards understanding its history and

development.

Tanganyika became a German colony, known as German East Africa in 1885. Dr. Karl Peters, as president of "The Society for German Colonization" went to what is now Tanganyika and succeeded in making a number of treaties with various chiefs, whereby major portions of Tanganyika were then claimed by the Germans.

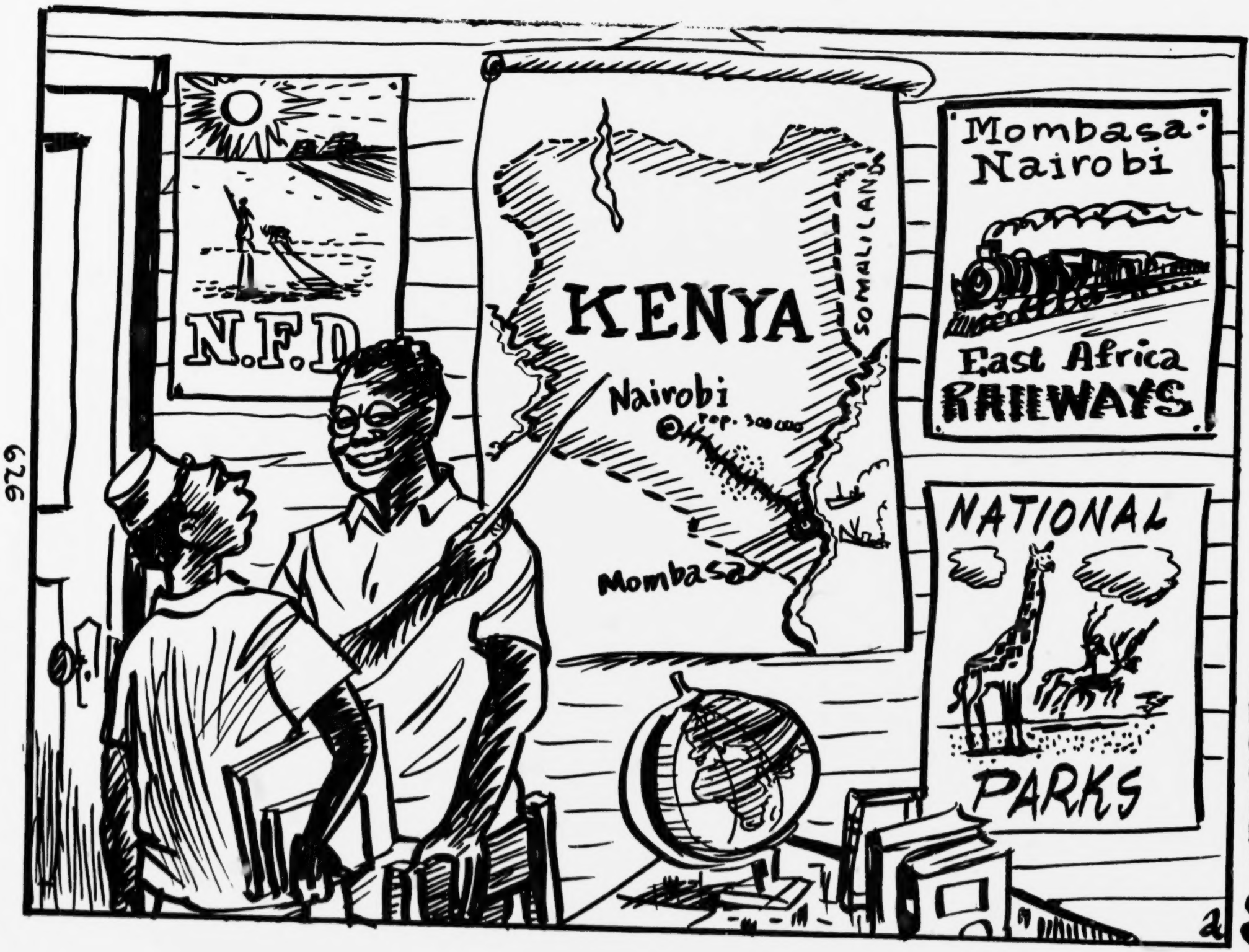
The Germans started to develop the territory with a will. The first railway in East Africa was built from Dar es Salaam to Kigoma on Lake Tanganyika. This railway traversed the whole of Tanganyika penetrating to the center of the African continent. Actually it was laid very much along the main caravan route which the Arabs had used for exporting slaves. David Livingstone also traveled this distance on foot.

After World War I, in 1918, the Germans lost Tanganyika and the British took over the administration of Tanganyika as a Mandate under the League of Nations. This status was changed to a Trust Territory after World War II.

The development and progress in the territory under British rule was satisfactory enough to enable African leaders to assume more responsibility. A capable and wise African leader became available in Dr. Julius Nyerere. When Tanganyika achieved her independence in December 9, 1961, he was the guiding genius. A year later, in December, 1962, Tanganyika became a republic within the British Commonwealth. Dr. Julius Nyerere was elected as the first president.

SWAHILI BASIC COURSE

LESSON 35



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LESSON 35

1. EXPRESSION STRUCTURE

a. Phonemes: The object prefix "M" becomes MW before a vowel.

b. Morphemes: Object prefixes, or pronouns in the objective case.

c. Syntax: In English the object follows the verb, but in Swahili it precedes it in the form of a prefix.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Some features about Kenya.

b. Cultural item: Background notes about Kenya.

c. Lexical items:

tuma	(send)	zuia	(hinder)
uliza	(ask)	kavu	(dry)
vema	(good,fine)	omba	(request, beg)
basi	("Well!" - interjection)	nyanda za juu	(highlands)
pa	(give)	safirisha	(transport) v.
tabia ya nchi	(climate of a country)	jengwa	(build) pass.
jua	(know)	ambia	(tell)
jangwa	(desert)	mbuga	(bushy plain)
letea	(bring to)	patia	(get for)
		pelekea	(take to)
		nunulia	(buy for)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills using the object prefix M before a vowel stem, noting its change to MW.

a. Nitamwuliza.
Alimwuliza.
Amemwuliza.
Wanamwuliza.
Tutamwuliza.

b. Tutamwambia.
Alimwambia.
Nimemwambia.
Unamwambia.
Walimwambia.

c. Nilimwomba.
Ulimwomba.
Atamwomba.
Watamwomba.
Tunamwomba.

d. Alimwona.
Nitamwona.
Wanamwona.
Nimemwona.
Tulimwona.

2. Drills using object prefixes.

a. Alinipa.
Uliniomba.
Walinisafirisha.
Alinipendeza.
Watanituma.

b. Alikupa.
Nitakusafirisha.
Nimekuletea.
Atakununulia.
Tunakupatia.

c. Walituambia.
Alituzuia.
Utatuletea.
Watatununulia.
Atatupelekea.

d. Niliwaonya.
Atawapatia.
Umewaletea.
Tumewanununulia.
Nimewaambia.

3. Drills using new expressions.

a. Nyanda za juu.
Tabia ya nchi.
Tabia nzuri.
Tabia mbaya.

b. Reli inasafirisha watu.
Reli inasafirisha mizigo.
Meli inasafirisha watu.
Meli inasafirisha wanyama.

c. Hali ya nchi.
Hali ya watu.
Hali mbaya.
Hali nzuri.

d. Nchi yenye joto.
Nchi yenye baridi.
Nchi yenye pori.
Nchi yenye milima.

e. Jangwa kubwa.
Jangwa yenye joto.
Jangwa ni kavu.

f. Nyumba imejengwa.
Mji umejengwa.
Bandari kuu.
Bandari ya meli.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Salimu amenituma kukuuliza habari za Kenya.
   Vema, basi. Unataka kujuaje?

2. Kuna jangwa inawazuia watu kulima kule?
   Kweli, jangwa kubwa ya NFD ni kavu sana.

3. Hali ya nchi ni mbaya hivi popote?
   La, nyanda za juu zinawapendeza watu sana.

4. Nairobi ni mji wa kutupendeza?
   Ndio, ni mji mkuu wa Kenya wenye watu 300,000.

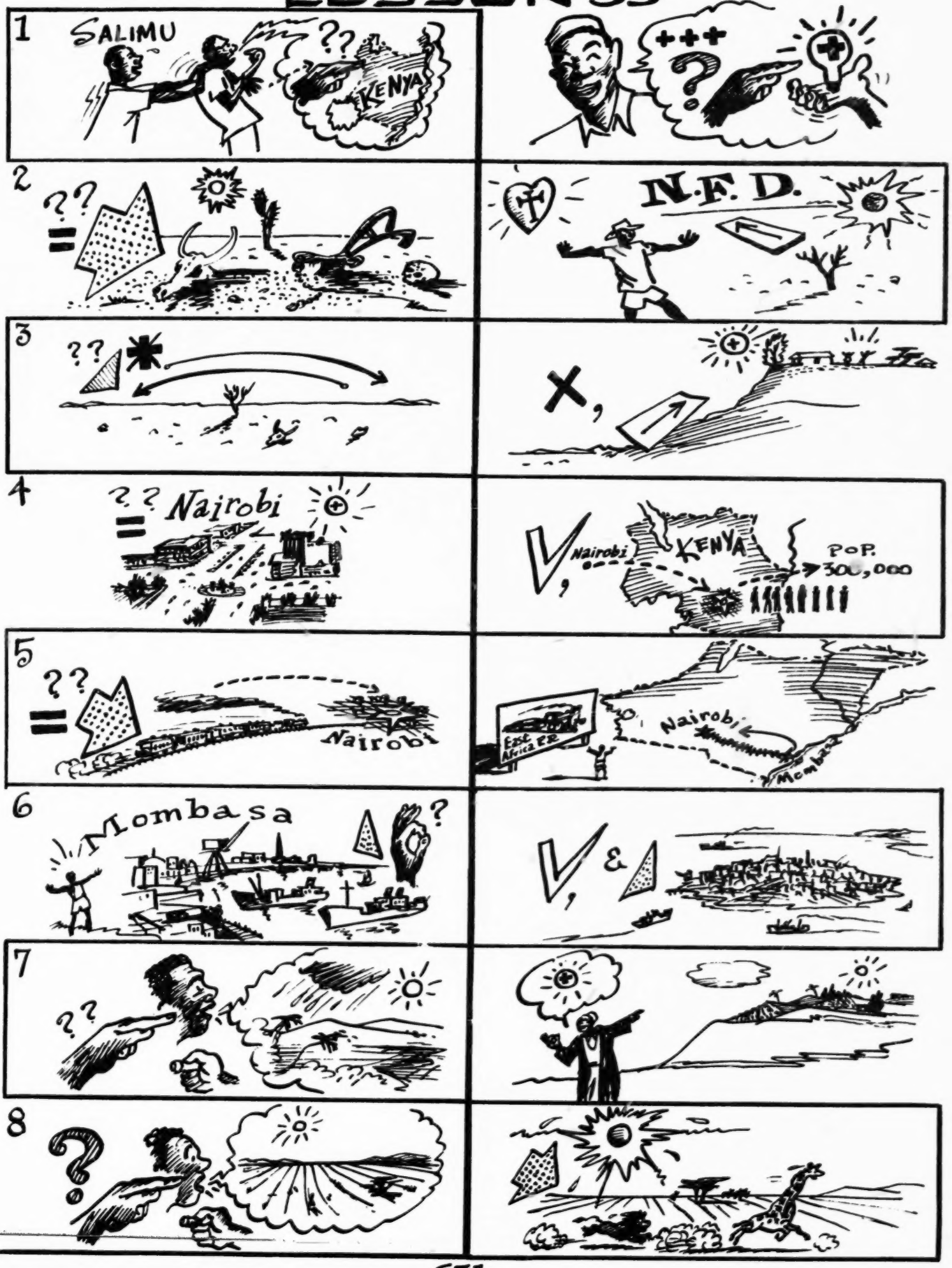
5. Kuna reli kumsafirisha mtu mpaka Nairobi?
   Kuna reli kuu kutoka Mombasa mpaka Nairobi.

6. Mombasa ni bandari kuu ya Kenya, sivyo?
   Ndivyo, tena mji huo umejengwa kisiwani.

7. Unaweza kunieleza kidogo tabia ya nchi?
   Katika nyanda za juu tabia ni nzuri sana.

8. Na juu ya mbuga utanipa habari gani?
   Kule kuna joto na wanyama wa porini.

LESSON 35


1
SALIMU
??
KENYA
+++
?
2
??
=
N.F.D.
3
??
X,
4
??
=
Nairobi
V,
Nairobi
KENYA
POP.
300,000
5
??
=
Nairobi
East Africa RR
Nairobi
Mombasa
6
Mombasa
?
V,
&
7
??
8
?

1. Salimu sent me to ask you about Kenya.

   Very well. What do you want to know?

2. Is there a desert which hinders people from cultivating there?

   True, the large desert in the NFD is very dry.

3. Is the condition of the land bad like this all over?

   No, in the highlands it is very pleasant for people.

4. Is Nairobi a pleasant city?

   Yes, it is the capital of Kenya with 300,000 inhabitants.

5. Is there a railroad whereby one can travel to Nairobi?

   The main railroad goes from Mombasa to Nairobi.

6. Mombasa is the main port of Kenya, is that right?

   Yes, moreover that city is built on an island.

7. Can you tell me a little about the climate of the country?

   In the highlands the climate is very fine.

8. And what can you tell me about the plains?

   It is hot there and wild animals are there.

3rd PERIOD PATTERN DRILL I LESSON 35

Step 1.

1. Drills on object prefixes:

a. Repetition Drill

Salimu amenituma kuleta barua.

omba, saidia, ambia.

Wakuu wetu watakupeleka pwani.

tuma, acha, safirisha.

Daktari alimsaidia kijana.

penda, fundisha, furahisha.

Substitution Drill

itakupendeza: Hali ya nchi -----.

furahisha, saidia.

kuniambia: Alitaka ----- kila kitu.

pa, letea, patia.

nilimpa: ----- pesa nyingi.

lipa, pelekea, onyesha.

b. Repetition Drill

Aliwajua wageni wote.

tambua, furahisha, safirisha.

Mkuu wetu alitupa zawadi.

letea, nunulia, patia.

Gav'na atawapeleka ninyi mjini.

pokea, ongoza.

Substitution Drill

atatufundisha: Mwalimu ----- hesabu.

eleza, onyesha.

atawapa: Mama ----- ninyi chakula.

letea, nunulia, patia.

atawapa: Daktari ----- dawa.

letea, nunulia, pelekea.

c. Repetition Drill

Daktari atawatuma kununua dawa.

uliza, saidia, ambia.

Mkulima alinipa maziwa.

letea, nunulia.

3rd PERIOD PATTERN DRILL I LESSON 35

Salimu alimwambia kila kitu.

letea, patia, pa.

Substitution Drill

atatuonyesha: Kapteni ----- ramani.

pa, letea, tolea.

nimekuambia: ----- kila kitu.

onyesha, pa, patia.

amewaambia: Mwalimu ----- kuingia mjini.

saidia, omba, zuia.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 35

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Alikuuliza habari gani?
2nd: Aliniuliza habari za Kenya.

ambia, letea, patia.

b. 1st: Utamzuia kijana kuingia hapa?
2nd: Ndio, nitamzuia kuingia hapa.

saidia, omba, ambia.

c. 1st: Niliwaambia ninyi kufanya nini?
2nd: Ulituambia kupeleka barua hii.

tuma, uliza, omba.

d. 1st: Mtanipa pesa ngapi?
2nd: Tutakupa shilingi mia.

lipa, letea, onyesha.

e. 1st: Watatuonyesha ramani mpya?
2nd: Ndio, watatuonyesha ramani mpya.

letea, tolea, pa.

5th PERIOD RECOMBINATION DRILL LESSON 35

Note: If facilities are available this period can be scheduled for a language lab session.

a. Ulimweleza habari zote?
Ndio, nilikueleza habari zote.

letea, ambia, pa.

b. Watatuonyesha nini kesho?
Watatuonyesha vitabu vipya kesho.

nunulia, letea, patia.

c. Mtawatuma wapi watoto?
Tutawatuma sokoni.

peleka, acha, safirisha.

d. Walikuruhusu kulala mjini?
Ndio, waliniruhusu kulala kule.

ambia, zuia, uliza.

e. Watu wangapi wamekulipa?
Watu wengi wamenilipa.

fundisha, ita, letea.

f. Njia gani inakwenda Nairobi?
Njia ile kubwa inakwenda Nairobi.

motokaa, barabara.

g. Ulifurahi kuona nyumba ya Salimu?
Ndio, nilifurahi kuona nyumba hiyo.

kitabu, mtoto, motokaa.

h. Ile ni barua ya nani?
Ni barua ya mwalimu.

kitabu, nyumba, mfuko.

i. Amekuonyesha mji huo?
La, atanionyesha mji huo Jumamosi.

njia, vitu, saa.

j. Nitakwenda mjini Jumapili.

lala, fika, safiri.

k. Ali amenieleza habari.

ambia, pa, letea.

l. Tutawafundisha kuandika barua.

eleza, ambia, omba.

m. Walimu waliwafundisha watoto.

piga, ongoza, pendeza.

n. Tutakusaidia kumaliza kazi.

ruhusu, zuia, omba.

o. Mwalimu amenipendeza sana.

saidia, fundisha, furahisha.

6th PERIOD SITUATIONAL APPLICATION LESSON 35

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Salimu alitaka kujua habari juu ya Kenya. Hivyo alikwenda kwa mwalimu kutafuta habari hizo. Mwalimu alimwonyesha ramani na alieleza vitu vingi.

Upande wa kaskazini kuna sehemu kubwa. Nchi hiyo inaitwa NFD (Northern Frontier District). Hapo ni kavu sana na nchi ni kama jangwa. Hali ya nchi inawazuia watu kulima. Sehemu hiyo inapakana na nchi ya Wasomali. Hata Wasomali wengi wanakaa katika NFD.

Upande wa kati na magharibi kuna milima na nyanda za juu. Hapo hali ya nchi ni nzuri, kuna mvua na misitu, na watu wanapenda kukaa kule. Mji mkuu wa Kenya ni Nairobi. Ni mji mzuri na mkubwa wenye watu 300,000. Tabia ya Nairobi ni nzuri, ni tabia ya nyanda za juu. Kutoka bandari ya Mombasa kuna reli mpaka Nairobi, hata mpaka ziwa Viktoria. Mombasa ni mji mkubwa kule pwani, na meli nyingi zinafika kule bandarini. Kati ya

Mombasa na Nairobi kuna mbuga kubwa, na wanyama wengi wanakaa kule.

Step 2. Maswali:

Nani alitaka kujua habari za Kenya?
Nani alimweleza?
NFD ni upande gani wa Kenya?
Watu gani wanaishi kule?
Wanalima mashamba?

Hali ya nchi ni nzuri katika nyanda za juu?
Kuna mvua nyingi kule?
Watu wanapenda kufanya nini kule?
Unafikiri kuna tabia ya joto katika nyanda za juu?
Nchi kavu ni wapi hasa?

Mji mkuu wa Kenya ni nini?
Watu wangapi wanaishi kule?
Bandari kuu ya Kenya ni mji gani?
Bandari hiyo inafaa kwa meli kubwa?
Reli kuu inatokea wapi, na inapitia nchi ya hali gani?

Note: When answering the above question, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

The change of the prefix M to MW before a vowel does not occur only at the beginning of a word, as we have learned in: mwalimu, mwema, mwana-funzi; but it occurs also within a word with infixes. Thus the object prefix, or infix, M (him, her) becomes MW when it is attached to a vowel stem. For example: nilimwona, alimwomba, tutamwambia.

II. Language Structure

The Object Prefix

We have learned that the pronoun or subject prefix, denoting the doer of an action, is used in normal verb constructions. This would be followed by the tense sign, denoting the time of an action. If we wish to show now towards whom the action was directed, the receiver of an action, we show this by an additional prefix, called the object prefix. When an object prefix is used, it precedes and it is next to the verb stem.

Ex. a-na-m-piga (Lit. He is him hitting.)
a-li-tu-ona (Lit. He us saw.)

The personal object prefixes referring to living beings vary somewhat from the subject prefixes. Compare the two:-

Subject		Object	
ni	(I)	ni	(me)
u	(you) s.	ku	(you) s.
a	(he,she)	m	(him,her)
tu	(we)	tu	(us)
m	(you) pl.	wa	(you) pl.
wa	(they)	wa	(them)

III. Cultural Note

Kenya has had many nations knocking at her door in the past centuries. Her door was the East Coast, and the port of Mombasa in particular. For 242 years (1498-1740) the Portuguese maintained their influence and strength along the East Coast, also building various forts, and to this day Fort Jesus, in Mombasa, stands as a reminder of those years.

Then the Arabs, entrenched on the island of Zanzibar, drove off the Portuguese and established their power. Soon, however, other nations sailed those seas seeking colonies: Germans, British, French, and Dutch. The French established themselves on the island of Madagascar, the Germans in Tanganyika, the Dutch sailing to South Africa, and the British penetrating through Kenya into Uganda.

Among many early explorers were Christian Missionaries, such as David Livingstone, Krapf and Rebman who made their headquarters in Mombasa. Dr. Krapf tried to find a southern approach into Abyssinia and in his attempts got as far as the Kamba country (not far from present day Nairobi) and also was among the first to discover Mt. Kenya. Rebman penetrated as far as Kilimanjaro, being the first European to come close to this mountain.

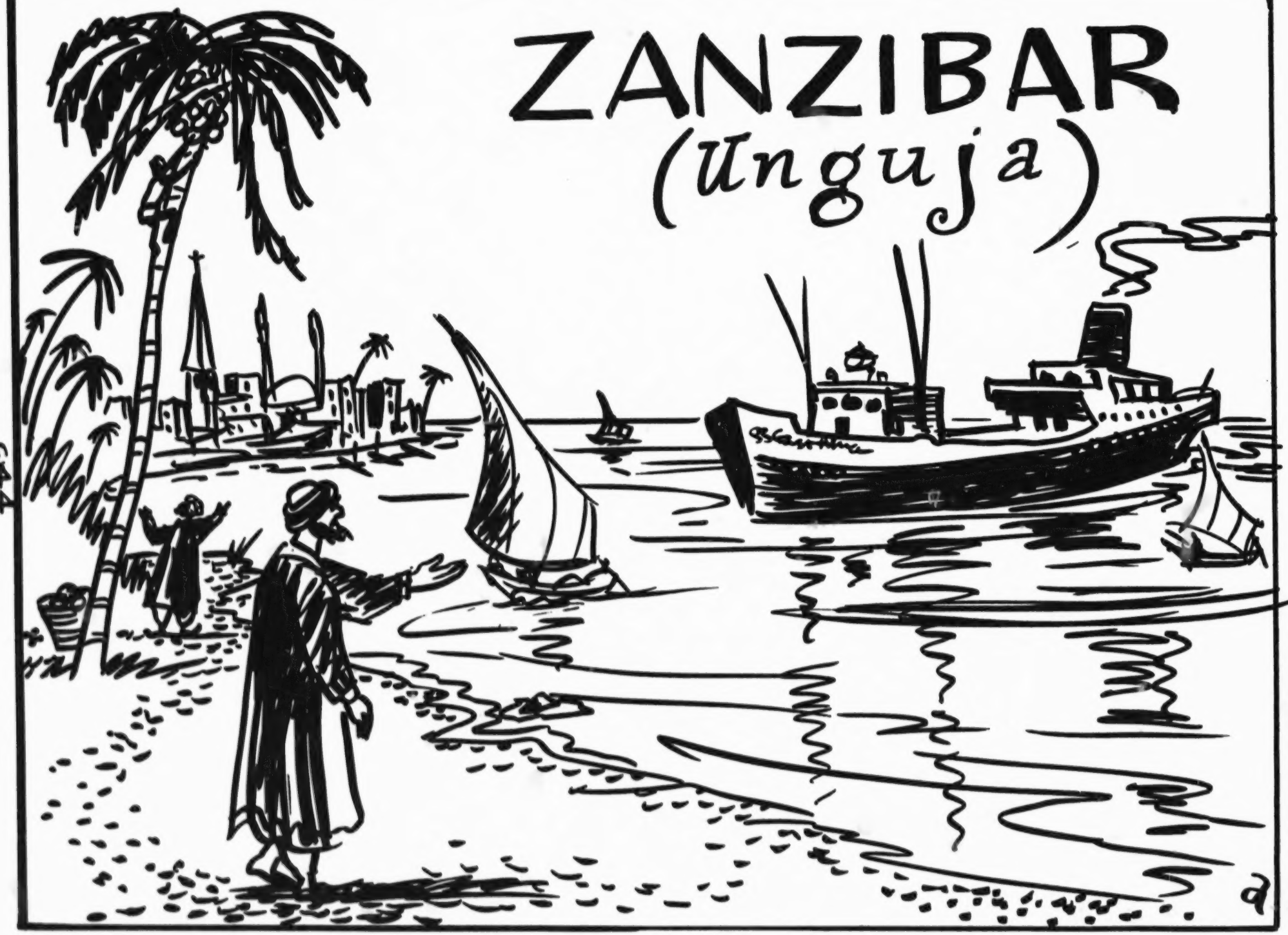
British influence gradually gained, both in Kenya and Uganda, from about 1885 onwards. The main railroad from Mombasa to Nairobi was started in 1900. Most of the workmen were recruited from India to build this railroad.

As British and other European settlers developed the economy of the country, Kenya became a progressive and pleasant place for all races, in spite of political agitations.

SWAHILI BASIC COURSE

LESSON 36

ZANZIBAR
(Unguja)



1. EXPRESSION STRUCTURE

   a. Phonemes: Reinforcement of the initial, stressed /n/ in two syllable words.

   b. Morphemes: The object prefixes of the first 4 classes. A generalization.

   c. Syntax: The position of the object prefix compared to the object as a noun.

2. CONTENT STRUCTURE

   a. Situational setting: (i) Classroom activities.
      (ii) A few features of Zanzibar.

   b. Cultural note: Background notes on Zanzibar.

   c. Lexical items:

Gav'na	(Governor)	Mwingereza	(English people)
julisha	(inform)		
utawala n.	(rule,reign)	himaya	(protectorate)
uchumi	(produce)		
neno	(word)	pato	(product)
zunguka	(surround)	muhimu	(important)
tawala	(rule, v.)	karafuu	(cloves)
Mwarabu	(Arab people)	nazi	(coconut)
serikali	(government)	zamani	(long ago)
biashara	(business)	mtumwa	(slave)
tangu	(since)	yaani	('that is', 'which means')

1st PERIOD PERCEPTION DRILL LESSON 36

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the initial stressed /n/.

a. Nchi ya Unguja.
Nchi ya Kenya.
Nchi ya Uganda.
Nchi ya Kongo.

b. Nchi nne.
Nchi ya nne.
Siku nne.
Tarehe nne.

c. Nje ya nchi.
Nje ya nyumba.
Nje ya mji.
Nje ya kijiji.

d. Nchi nzuri.
Nchi ndogo.
Nchi ya watu weusi.
Nchi ya watu weupe.

2. Drill on object prefixes.

a. Aliniambia.
Nilikuambia.
Nilimwambia.
Niliwaambia.

b. Aliwatawala.
Aliwajulisha.
Tulimsaidia.
Tulimzuia.

c. Anaukata mti.
Niliuona msitu.
Waliugenga mji.
Tuliutafuta mto.

d. Anaikata miti.
Niliiona misitu.
Waliijenga miji.
Tuliitafuta mito.

e. Inakizunguka kisiwa.
Anakikagua kikundi.
Alikiumiza kidole.
Alikifunga kidonda.

f. Inavizunguka visiwa.
Anavikagua vikundi.
Aliviumiza vidole.
Alivifungs vidonda.

g. Nitaivumbua nchi.
Utaipenda nchi ile.
Tutainunua karafuu.
Wataiuza nazi.

h. Nitazivumbua nchi.
Utazipenda nchi zile.
Tutazinunua karafuu.
Wataziuza nazi.

3. Drills using new expressions.

a. Utawala wa Waingereza.
Utawala wa Waarabu.
Utawala wa wenyeji.
Utawala wa serikali.

b. Gav'na anatawala.
Gav'na wa Kiingereza.
Himaya ya Kiingereza.
Chini ya himaya.

c. Uchumi wa nchi.
Karafuu ni mapato.
Nazi ni mapato.
Biashara ya nchi.

d. Tangu zamani.
Tangu jana.
Toka leo.
Toka kesho.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Utanijulisha habari ya Kisiwa cha Unguja?
   Nitakujulisha mambo ya utawala na uchumi.

2. Je, maana yake nini neno hili "Zanzibar"?
   Kwa Kiarabu maana yake ni "Nchi ya Watu Weusi".

3. Bahari ya Hindi inakizunguka kisiwa hiki?
   Ndio, na kisiwa ni karibu na pwani ya Tanganyika.

4. Waarabu wanatawala Unguja?
   Ndio, Sultani wa Unguja ni Mwarabu.

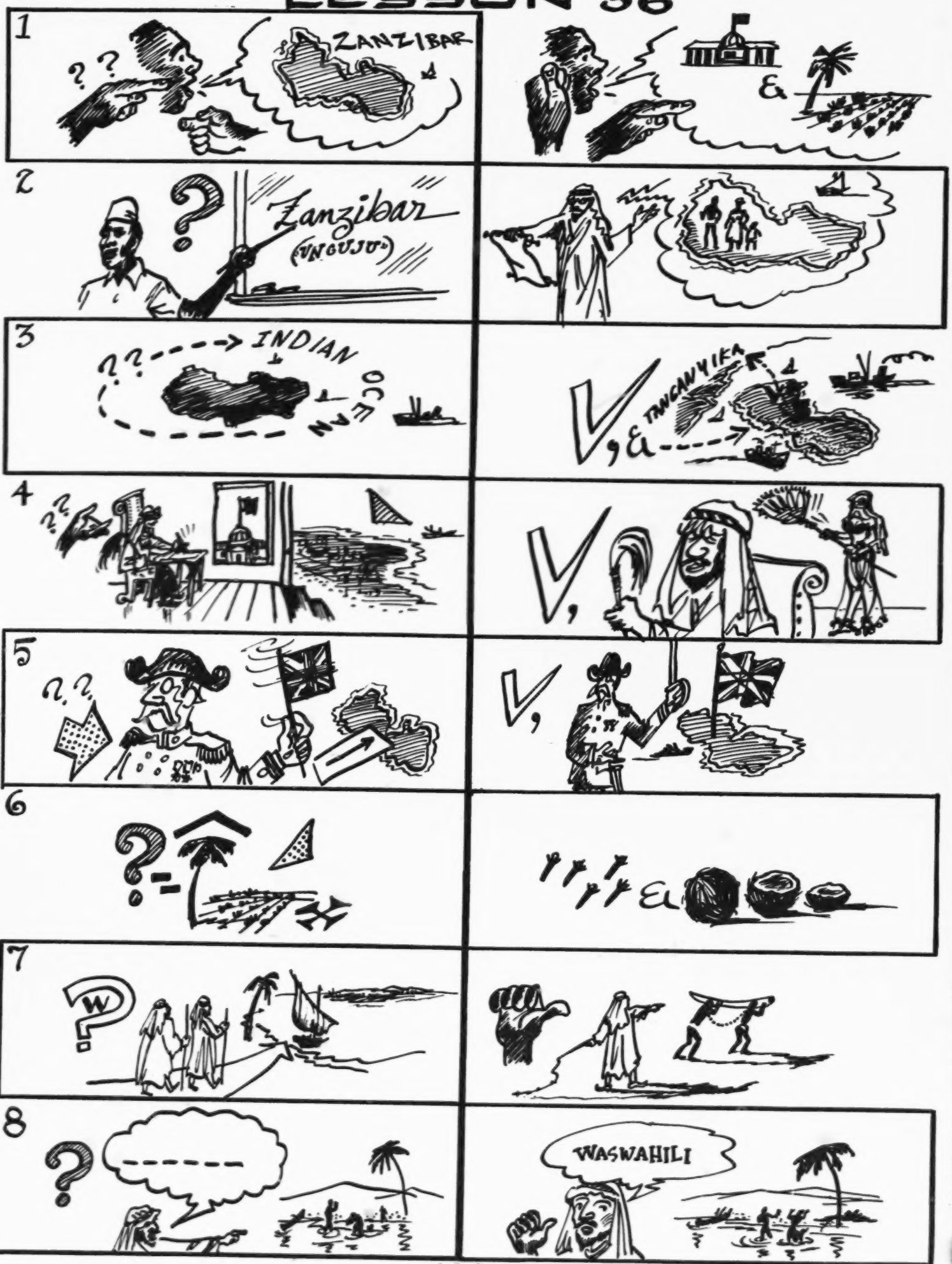
5. Kuna Gav'na Mwingereza kule Unguja?
   Ndio, Unguja ni chini ya himaya ya Waingereza.

6. Kuna mapato gani kule?
   Mapato muhimu ni karafuu na nazi.

7. Zamani Waarabu walifika kufanya nini kule?
   Walifanya biashara ya watumwa na pembe.

8. Waarabu waliwaitaje Waafrika wa pwani?
   Waliwaita Waswahili, yaani, "Watu wa pwani".

LESSON 36


1
ZANZIBAR
&
2
Zanzibar
(UNGUJA)
3
INDIAN
OCEAN
TANGANYIKA
4
5
6
7
8
WASWAHILI

1. Will you tell me about the Island of Zanzibar?

   I'll tell you about its government and produce.

2. What is the meaning of this word "Zanzibar"?

   In Arabic it means "The Country of the Black People".

3. Does the Indian Ocean surround this island?

   Yes, and the island is off the coast of Tanganyika.

4. Do the Arabs govern this island?

   Yes, the Sultan of Zanzibar is an Arab.

5. Is there a British Governor in Zanzibar?

   Yes, Zanzibar is a British Protectorate.

6. What are the main products of that place?

   Cloves and coconuts are the important products.

7. Why did the Arabs go there in the early days?

   They traded in slaves and in ivory.

8. What name did the Arabs give to the coastal Africans?

   They called them the "Swahili", that is, "the People of the Coast".

Step 1.

1. Drills on object prefixes.

a. Repetition Drill

Tutakipeleleza kisiwa hicho.

tazama, ona, kagua.

Wakulima watavipeleka viazi dukani.

weka, uza, ondoa.

Ataitembelea Tanganyika kesho.

tawala, tazama, peleleza.

Substitution Drill

kuziona: Ninataka ----- karafuu zile.

nunua, tumia, uza.

kuila: Anaomba ----- nazi hii.

peleka, chukua, rudisha.

tumeiongoza: ----- serikali ya hapa.

penda, furahisha, amrisha.

b. Repetition Drill

Waliziuza karafuu zote.

ondoa, tumia, vuna.

Waarabu waliwashinda adui wengi.

piga, fukuza, kamata.

Niliupanda mlima Kilimanjaro.

tazama, ona, zunguka.

Substitution Drill

nilimtuma: ----- pwani kijana huyo.

acha, peleka, rudisha.

atatupokea: Sultani ----- Unguja.

safirisha, saidia.

tulimkamata: ----- mwivi katika nyumba.

ona, tafuta.

c. Repetition Drill

Mwalimu atamfundisha mtoto.

ita, leta, fuata.

Mama aliununua mkeka huo.

uza, penda, tumia.

Nilikirudisha kitabu hicho.

soma, andika, chukua.

Substitution Drill

wamewafundisha: Walimu ----- watoto.

peleka, leta, saidia.

tuliinunua: ----- mikuki yote.

chukua, rudisha, uza.

amevisoma: ----- vitabu vyote.

leta, penda, tumia.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) **LESSON 36**

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Ulikipata kikapu kipya?
2nd: Ndio, nilikipata.

uza, leta, chukua.

b. 1st: Wataiweka wapi mikeka?
2nd: Wataiweka mikeka dukani.

uza, peleka, pata.

c. 1st: Utampa kijana chakula?
2nd: Ndio, nitampa chakula.

pikia, nunulia, pelekea.

d. 1st: Uliinunua nyumba ya Salimu?
2nd: La, niliinunua ya Ali.

penda, kagua, uza.

e. 1st: Amevisafisha vibuyu?
2nd: La, atavisafisha kesho.

tumia, ondoa, rudisha.

5th PERIOD RECOMBINATION DRILL LESSON 36

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mwevipanga vitabu vyote?
La, tumevipanga vitabu vichache tu.

leta, penda, weka.

b. Utampa pesa za kutosha?
Ndio, nitampa za kutosha.

pelekea, tumia, wekea.

c. Aliwapa nini wageni?
Aliwapa vitu vingi.

onyesha, patia, nunulia.

d. Uliziharibu nguo gani?
Niliziharibu nguo zote.

nunua, uza, tuma.

e. Wanavipenda viatu hivi?
La, wanavipenda vile.

taka, tumia, uza.

f. Utanionyesha ramani nyingine?
Ndio, nitakuonyesha nyingine.

pa, nunulia, letea.

g. Wameiona motokaa?
La, wataiona kesho saa tisa.

nunua, tazama, kagua.

h. Mwalimu aliwafundisha ninyi hesabu?
Alitufundisha hesabu tangu zamani.

onyesha, eleza.

i. Utaniandikia barua?
Ndio, nitakuandikia.

tumia, letea, wekea.

j. Mtoto gani alikuonyesha hapa?
Mtoto mrefu alinionyesha.

leta, rudisha, peleka.

k. Nitakupeleka mjini kesho.

rudisha, acha, safirisha.

l. Wameinunua kahawa yote.

uza, tumia, kunywa.

m. Tuliwashambulia adui jana.

kamata, peleleza, ona.

n. Alikipoteza kitabu kizuri.

pata, soma, uza.

o. Watatupatia pesa nyingi.

letea, pa, lipa.

6th PERIOD SITUATIONAL APPLICATION LESSON 36

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Kisiwa cha Unguja ni katika Bahari ya Hindi karibu na pwani ya Tanganyika. Wenyeji wanasema 'Unguja', lakini wengine wanaita kisiwa hiki 'Zanzibar', yaani "Nchi ya Watu Weusi".

Waarabu wametawala kule muda wa miaka mingi sana. Mkuu wao ni Sultani. Lakini Unguja ni chini ya utawala au himaya ya Waingereza. Wao wana Gav'na wa Kiingereza kule vilevile.

Unguja ni kisiwa kidogo, lakini ni muhimu kwa mapato yake. Karafuu zinapandwa na watu wengi, na halafu inapelekwa na kuuzwa katika nchi nyingi za mbali. Nazi ni mapato muhimu vilevile.

Zamani Waarabu walifanya biashara ya watumwa. Kule Unguja palikuwa na soko kubwa ya kuuza watumwa. Sasa hakuna watumwa, na Wakristo wame-jenga kanisa kubwa katika kiwanja cha soko.

Step 2. Maswali.

Unguja ni karibu na nchi gani?
Bahari gani inazunguka Unguja?
Jina jingine la Unguja ni nini?
Nani anatawala kule Unguja?
Unguja ni chini ya himaya ya nchi gani?

Nani anatawala Unguja?
Mapato muhimu ni nini?
Karafuu zinauzwa wapi?
Watu wanapanda nini tena?
Unguja ni kisiwa kikubwa sana?

Waarabu walifanya biashara gani zamani?
Watumwa walitoka wapi?
Kuna nini katika kiwanja cha soko siku hizi?
Nani amejenga kanisa?
Kuna bado watumwa kule Unguja?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

You are reminded in this lesson again of the stressed nasals, in particular the stressed and initial /n/. It appears in words such as: ńchi, ńne, ńje. A common mistake in pronunciation of this /n/ is made by prefixing a non-existent 'i' or 'e' sound so as to slide more easily into its pronunciation, thus: 'inchi or enchi', 'inne', 'inje' etc. This is wrong, and you must watch this. Listen carefully to your teacher as he demonstrates this sound feature.

II. Language Structure

Herewith we give you a summary of the object prefixes learned so far. Make careful note of these.

a. M-Wa class (living)

ni	(me)	tu	(us)
ku	(you, s.)	wa	(you, pl.)
m	(him, her)	wa	(them)

b. M-Mi class

u (it)	i (them)
Aliuona mti.	Aliiona miti.
(He saw it the tree.)	(He saw them the trees.)

c. Ki-Vi class

ki (it)	vi (them)
Nilikinunua kisu.	Nilivinunua visu.
(I bought it the knife.)	(I bought them the knives.)

d. N class

i (it)	Zi (them)
Tuliiona nchi.	Tuliziona nchi.
(We saw it the country.)	(We saw them the countries.)

III. Cultural Note

Arab settlement and power along the East African coast and in Zanzibar really began in the 6th Century. They had come and traded there much earlier, perhaps even 2,000 years ago, but with the 6th Century began their gradual colonization. This, however, was sporadic. Beginning of the 19th Century Arab power was more consolidated under Sultan Seyyid Said. His capital was in Zanzibar. Arab adventurers penetrated deep into the interior of Africa building up a vast trade in slaves and ivory.

Zanzibar is called 'Unguja' in the Swahili language. The name Zanzibar comes from the Persian 'Zanj-Bar', meaning 'Land of the Blacks'. It is an island off the northern coast of Tanganyika. On the island they were more secure from tribal raiders.

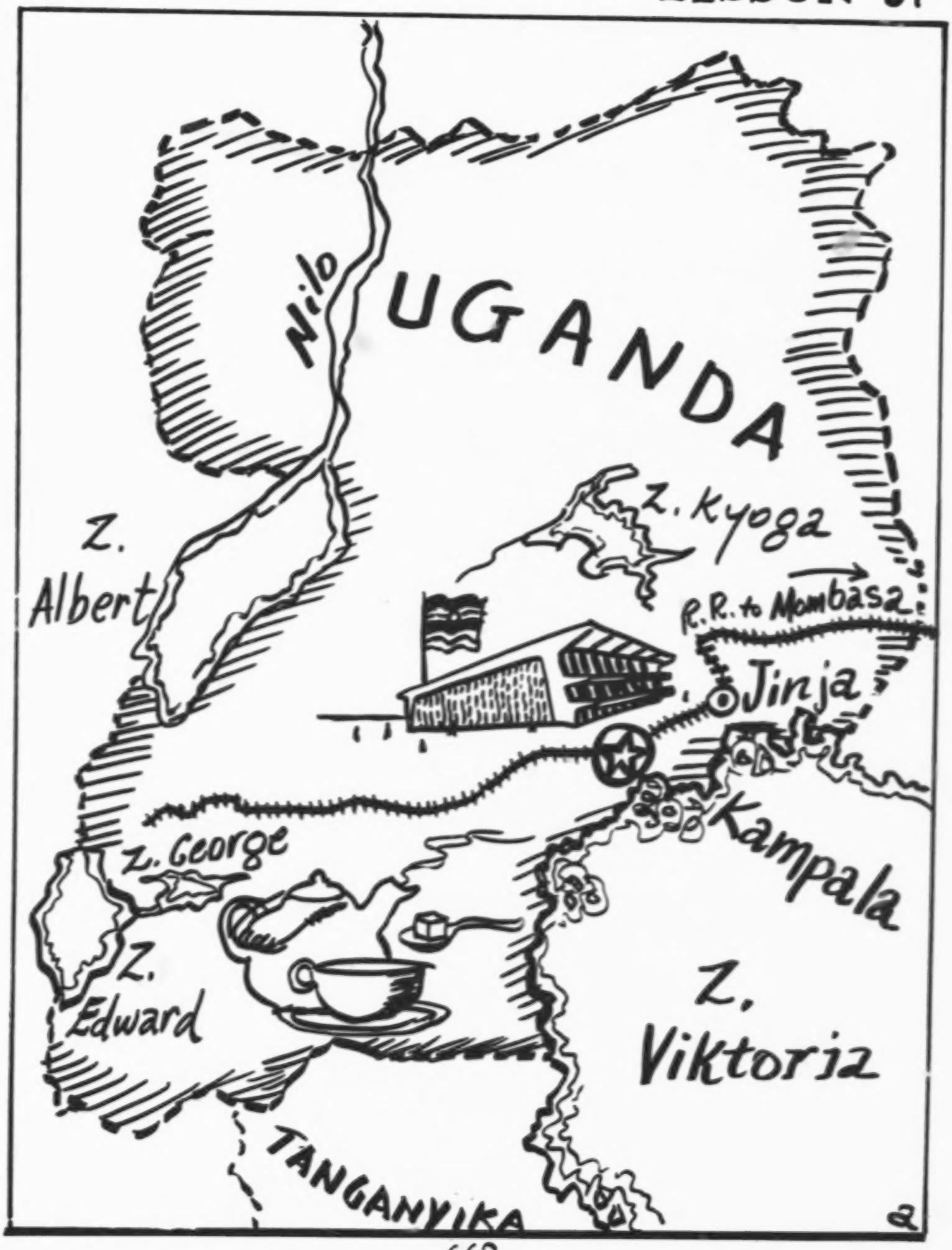
Zanzibar became a great slave market, until it was closed in 1873 by British intervention. In 1890 Zanzibar and its adjoining island of Pemba became a British Protectorate. An Arab Sultan continued to reign under a British Governor. This arrangement has continued until now (1963).

The main produce from Zanzibar is spice. Cloves are grown extensively. Coconuts, with the by-products of copra and oil are another important export.

The Zanzibar Swahili has been regarded as the purest and is accepted on the mainland as standard Swahili.

SWAHILI BASIC COURSE

LESSON 37


Nilo
UGANDA
L. Kyoga
L. Albert
R.R. to Mombasa
Jinja
Kampala
L. George
L. Edward
L. Viktoria
TANGANYIKA

1. EXPRESSION STRUCTURE

   a. Phonemes: Reinforcement of the use of a very weak glottal stop between certain vowels.

   b. Morphemes: The object prefix with an imperative.

   c. Syntax: Pronoun as object precedes the verb.

2. CONTENT STRUCTURE

   a. Situational setting: (i) Classroom activities.
      (ii) A few features of Uganda.

   b. Cultural note: Some notes on Uganda.

   c. Lexical items:

vumbua (discover)
zibwa (stopped up, dammed up) (pass.)
eletiristi (electricity)
enezwa (extended)
eneza (extend)
popote (everywhere)
ustaarabu (civilization)
maendeleo (progress)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on vowels separated by a weak glottal stop. A reinforcement.

a. Waite wanafunzi. /wa'íte/
Waonyeshe ramani. /wa'oñéše/
Niambieni. /ni'ambiéni/
Mnaona ziwa. /m̩na'óna/

b. Tunauona mji. /tuna'uóna/
Unaanzia hapo. /una'anzía/
Imeenezwa popote. /ime'enézwa/
Yameingia nchini. /yame'ingía/

2. Drills on the use of the object prefix with an imperative.

a. Waite wanafunzi!
Waonyeshe ramani!
Waambie wenyeji!
Wasaidie wagonjwa!

b. Nipe mkate!
Niambie habari!
Nipatie kazi!
Niletee chai!

c. Mwite mtoto!
Mwonyeshe ziwa!
Mwambie jina lako!
Msaidie askari!

d. Mpe chakula!
Mnunulie viatu!
Mpelekee barua!
Mwombe msaada!

3. Drills on the use of some new expressions.

a. Alivumbua nchi.
Ametembelea nchi.
Ameiona nchi.
Amepitia nchi.

b. Mto umezibwa.
Maji yamezibwa.
Eletiristi imeenezwa.
Eletiristi ni nguvu.

c. Ustaarabu umeletwa.
Ustaarabu umeenezwa.
Watu wamepata ustaarabu.
Watu wamestaarabika.

d. Maendeleo ya nchi.
Maendeleo ya wenyeji.
Wenyeji wameendelea.
Waafrika wameendelea.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Njooni, tutajaribu kuvumbua Uganda.
   Vema, Uganda ni nchi muhimu pia.

2. Waite wanafunzi na waonyeshe ramani.
   Tazameni, Ikweta inapitia Uganda.

3. Niambieni, mnaona ziwa Viktoria?
   Ndio, na mto Nilo unaanzia hapo.

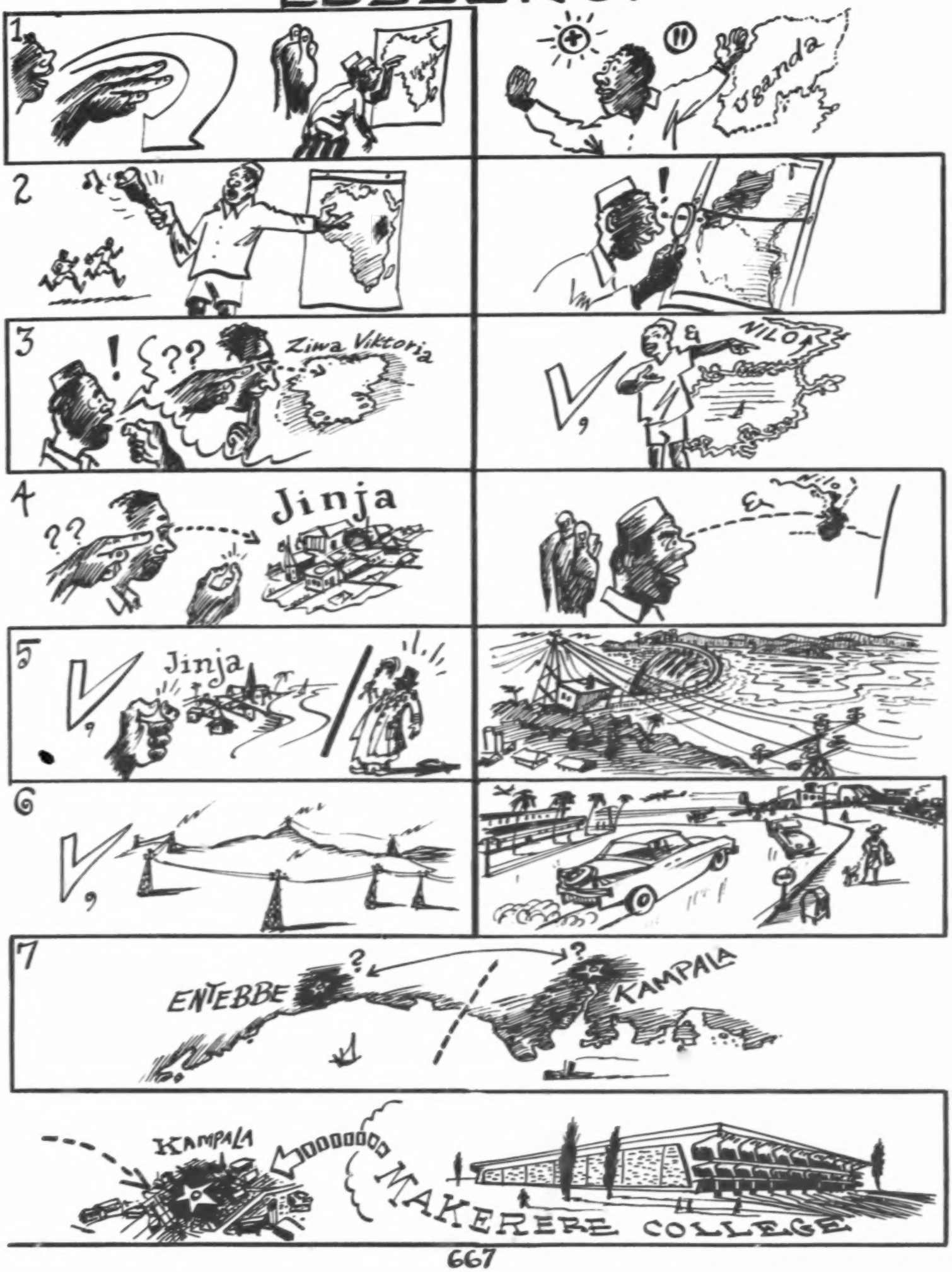
4. Mnaona mji mdogo wa Jinja hapa?
   Tunauona, na mto Nilo unaanzia hapo.

5. Ndio, Jinja ni mji mdogo, lakini wenye maana.
   Maji ya mto yamezibwa kufanya eletiristi.

6. Ndio, nguvu ya eletiristi imeenezwa popote.
   Ustaarabu na maendeleo yameingia nchini.

7. Mji mkuu ni Entebbe au Kampala?
   Ni Kampala; Makerere College ni hapo pia.

LESSON 37


1
Uganda
2
3
!
??
Ziwa Viktoria
NILO
4
??
Jinja
5
Jinja
6
7
ENTEBBE
?
?
KAMPALA
KAMPALA
MAKERERE COLLEGE

1. Come (you all), we'll try to discover Uganda.
   Fine, Uganda is also an important country.

2. Call the students and show them the map.
   Look here, the Equator passes through Uganda.

3. Tell me, do you see Lake Victoria?
   Yes, and the river Nile starts there.

4. Do you see the small town of Jinja here?
   We see it, and the river Nile starts there.

5. Yes, Jinja is a small town, but an important one.
   The river has been dammed to produce electricity.

6. Yes, electric power has spread everywhere.
   Civilization and progress has come to the land.

7. Is the capital city Entebbe or Kampala?
   It's Kampala; Makerere College is there too.

Step 1.

1. Drills on Imperative with object prefixes.

a. Repetition Drill

Waite wanafunzi wote!

fukuza, hesabu, kagua.

Mwangalieni kijana yule!

kamata, fuata, leta.

Mwonyeshe kijana kuendesha motokaa!

fundisha, saidia, amrisha.

Substitution Drill

wapeleke: ----- wanafunzi hawa mjini!

tuma, rudisha.

nipeni: ----- chai sasa!

patia, letea, pikia.

mpe: ----- mtoto chakula!

nunulia, patia, letea.

b. Repetition Drill

Ienezeni nguvu ya eletirisiti!

tumia, peleka, uza.

Utazameni mwanzo wa mto Nilo!

vumbua, tafuta.

Utembeleeni mji wa Jinja!

haribu, shambulia, ingia.

Substitution Drill

itazame: ----- mianzo ya mito hiyo!

tafuta, vumbua.

ishambulie: ----- miji yote!

haribu, ingia, tembelea.

itengenezeni: ----- mikuki nii!

nunua, uza, haribu.

c. Repetition Drill

Vipelekeni vikapu nyumbani!

rudisha, weka, acha.

Kisafishe kibuyu kile!

nunua, leta, peleka.

Kipikeni chakula hiki!

kula, uza, pokea.

3rd PERIOD PATTERN DRILL I LESSON 37

Substitution Drill

kichomeni: ----- kikapu hicho!

chukua, haribu, uza.

vitayarishe: ----- vitabu!

panga, pokea, soma.

kiondoe: ----- kiatu kile!

rudisha, uza, leta.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) **LESSON 37**

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Koplo, waite askari wote hapa!
2nd: Effendi, nitawaita mara moja.

rudisha, leta.

b. 1st: Vitunzeni vitabu hivi!
2nd: Tutavitunza vitabu vyote.

peleka, soma, funga.

c. 1st: Ifagieni nyumba hiyo!
2nd: Tutaifagia sasa.

ingia, tafuta, uza.

d. 1st: Ieneze habari hii!
2nd: Nitaieneza sawasawa.

andika, soma.

5th PERIOD RECOMBINATION DRILL LESSON 37

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mtawangojea wageni?
Ndio, tutawangojea wageni.

pokea, ita, leta.

b. Ulikileta kikapu kidogo?
La, nilikileta kikapu kikubwa.

choma, peleka, weka.

c. Wamevisafisha vibuyu?
Ndio, wamevisafisha vyote.

pata, panga, uza.

d. Tutaitumia mikuki hii mirefu?
La, tutaitumia ile mifupi.

chukua, peleka, vunja.

e. Aliupenda mkeka huu?
La, aliupenda ule.

tumia, tengeneza, leta.

f. Nani alikuambia hivyo?
Mwalimu aliniambia hivyo.

fundisha, eleza.

g. Umezitayarisha motokaa?
Ndio, nimezitayarisha zote.

panga, safisha, uza.

h. Waliwaeleza wanafunzi kazi hii?
Ndio, waliwaeleza vizuri.

onyesha, fundisha.

i. Utaimaliza kazi leo?
La, nitaimaliza kesho.

fanya, anza.

j. Tutawapa vijana chakula.

uzia, pikia, tengenezea.

k. Ondokeni hapa mara moja!

rudi, keti, njoo.

l. Mpe mzee yule kikapu!

nunulia, letea, pelekea.

m. Mrudishie mwalimu kitabu!

wekea, patia, onyesha.

n. Nipe kiatu kingine!

letea, nunulia, patia.

o. Ukate mti ule!

angalia, tazama.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Tangu mwaka wa 1860 Wazungu wamefika Uganda kujaribu kuvumbua nchi. Hasa walitafuta mwanzo wa mto Nilo.

Uganda ni nchi yenye maana upande wa magharibi ya Kenya. Ziwa Viktoria ni upande wa kusini. Mto Nilo unaanzia karibu na mji mdogo, Jinja. Mto umezibwa kufanya eletiristi. Hii ni faida kubwa kwa nchi. Nguvu ya eletiristi imeenezwa popote. Hivi ustaarabu na maendeleo yameingia Uganda.

Mji mkuu wa Uganda ni Kampala. Kwa reli watu wanaweza kusafiri kutoka Kampala kwenda Nairobi, hata mpaka Mombasa. Kule Kampala kuna skuli kubwa ya Makerere College. Wanafunzi wengi kutoka Uganda, hata Kenya na Tanganyika, wanajifunza kule.

Biashara kubwa ya Uganda ni kutengeneza sukari na kupanda chai.

Nchi ya Uganda ilikuwa chini ya himaya ya Waingereza, lakini imepata uhuru tarehe 9, mwezi wa Oktoba, 1962.

Step 2. Maswali.

Wazungu walianza kuvumbua Uganda lini?
Hawa walitafuta nini hasa?
Mto Nilo unaanzia wapi?
Uganda inapakana na nchi gani upande wa mashariki?
Upande wa kusini kuna nini?

Mto umezibwa kwa sababu gani?
Ustaarabu umeenea wapi?
Eletiristi inaleta faida gani?
Mji mkuu wa Uganda ni Entebbe?
Makerere College ni wapi?

Nani anajifunza kule Makerere?
Reli kutoka Kampala inafika mpaka Mombasa?
Biashara kubwa ya Uganda ni nini?
Uganda ilikuwa chini ya himaya gani?
Uganda ilipata uhuru lini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

In Lessons 9 and 12 the vowel clusters and the use of a weak glottal stop were discussed. Look up the exercises and generalizations in those lessons. For the sake of clearer pronunciation take note of this feature as there are several examples in this lesson.

Note that the weak glottal stop or catch occurs where the vowel of a prefix comes next to the vowel of the stem of a word.

e.g. wa-ite > waite /wa'ite/.

II. Language Structure

The object prefix can be used with a command form. In fact, with the verbs 'pa' (give) and 'omba' (tell) it is always so used. When an object prefix is used with an imperative the final 'a' changes to 'e'.

Ex.	Msaidie !	Help him !
	Nipe !	Give me !
	Waambie !	Tell them !

III. Cultural Note

It appears that the first Europeans to enter Uganda were Speke in 1862 and Baker in 1864. Both men were explorers and were looking for the river Nile. It is interesting to note that when Baker returned as administrator of northern Uganda, his wife accompanied him and so was the first white woman to come to Uganda.

In 1877 the first missionaries came to Uganda during the reign of King Mutesa I. The early Christians were much persecuted and massacred when Mutesa's Successor, King Mwanga, came to

the throne in 1884. However, Christianity thrived all the more under persecution and eventually triumphed, so that in the years that followed Uganda was the first country in that part of Africa which became predominantly Christian.

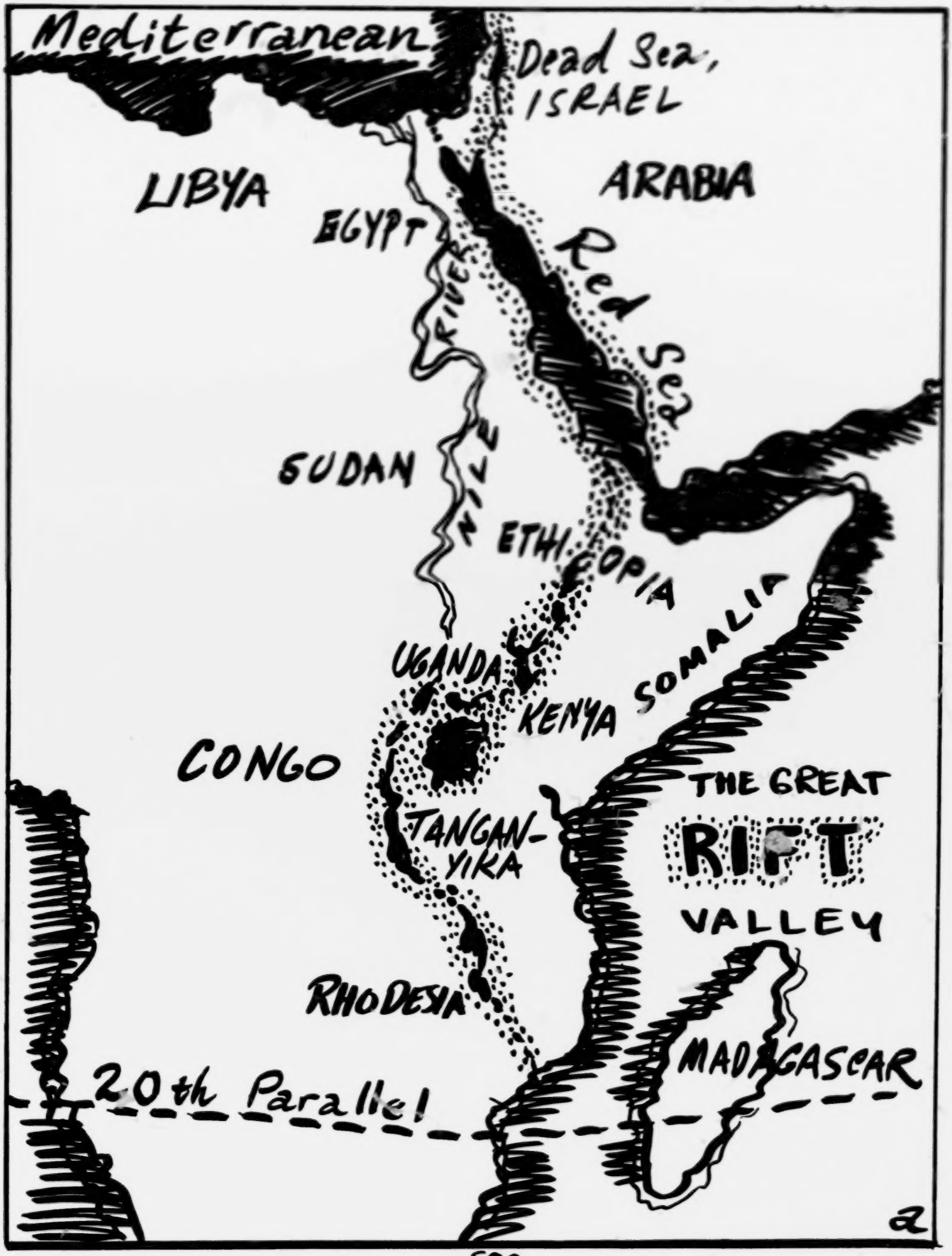
In 1894 Uganda became a British Protectorate. The preceding ten years had witnessed frightful persecutions of the Christians, a play for power in Uganda by Dr. Karl Peters on behalf of Germany, and various internal wars by the Muslims and intrigues by King Mwanga.

From then on Uganda began to progress, and now it stands as a free country, having achieved independence in October, 1962.

One of the first colleges to be established in East Africa was Makerere College, in Kampala, the capital of Uganda. At Jinja, at the source of the White Nile, a large hydroelectric project supplies electricity to a great portion of Uganda. The main produce of Uganda is: tea, cotton and sugar.

SWAHILI BASIC COURSE

LESSON 38


Mediterranean
Dead Sea
ISRAEL
LIBYA
ARABIA
EGYPT
RIVER NILE
Red Sea
SUDAN
ETHIOPIA
UGANDA
KENYA
SOMALI
CONGO
THE GREAT
RIFT
VALLEY
TANGAN-
YIKA
RHODESIA
MADAGASCAR
20th Parallel

VOLUME III BLUE PRINT LESSON 38

1. EXPRESSION STRUCTURE

a. Phonemes: Reinforcement of the palatal /d'/ sound.

b. Morphemes: Review. Some Ma class forms as closed repertory.

c. Syntax: Nothing new.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) The Great Rift Valley.

b. Cultural note: The Great Rift Valley in East Africa.

c. Lexical items:

Bonde la Ufa	(Great Rift Valley)
eleza	(explain)
zaidi	(more)
Bahari ya Sham	(Red Sea)
maili	(miles)
Bahari ya Chumvi	(Dead Sea)
Israeli	(Israel)
Habeshi	(Ethiopia)
koma	(come to an end)
Nyassa	(Lake Nyassa)
mpasuko	(rift)
ajabu	(amazement)
ardhi	(earth)
mtetemeko wa nchi	(earthquake)
labda	(perhaps)
tena	(moreover, again)
tokea	(happen, to appear)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on closed repertory (Ma class).

a. Bonde la Ufa.
Bonde refu.
Bonde linapitia nchi.
Bonde hilo ni pana.

b. Bonde lile.
Jina lile.
Jina hili.
Ziwa hili.

c. Jina hili linapendeza.
Ziwa lile ni kubwa.
Maziwa haya ni madogo.
Majina yale ni marefu.

d. Ameliona ziwa hilo.
Analijua jina hilo.
Bonde lile linaanzia.
Bonde hilo linakoma.

2. Drills using new expressions and words.

a. Anaeleza ramani.
Ataeleza kila kitu.
Njia imekoma.
Reli inakoma.

b. Bonde la Ufa.
Bahari ya Hindi.
Bahari ya Sham.
Bahari ya Chumvi.

c. Ziwa Viktoria.
Ziwa Nyassa.
Nchi ya Habeshi.
Nchi ya Israeli.

d. Mpasuko wa nchi.
Mpasuko wa ardhi.
Mtetemeko wa ajabu.
Mtetemeko wa nchi.

3. Drills on the palatal /d'/.

a. Maji ya bahari.
Maji ya ziwa.
Amekuja majini.
Anakunywa maji.

b. Ninajua jina hilo.
Ni jina la ajabu.
Majina mazuri.
Juu ya maji.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Nani amesikia habari ya Bonde la Ufa?
   Nimesikia kidogo; tafadhali eleza zaidi.

2. Unajua Bahari ya Sham, sivyo?
   Ndio, hiyo ni sehemu ya Bonde la Ufa.

3. Bonde hilo ni maili 3,500 kwa urefu.
   Lo, ni refu kweli. Linaanzia wapi?

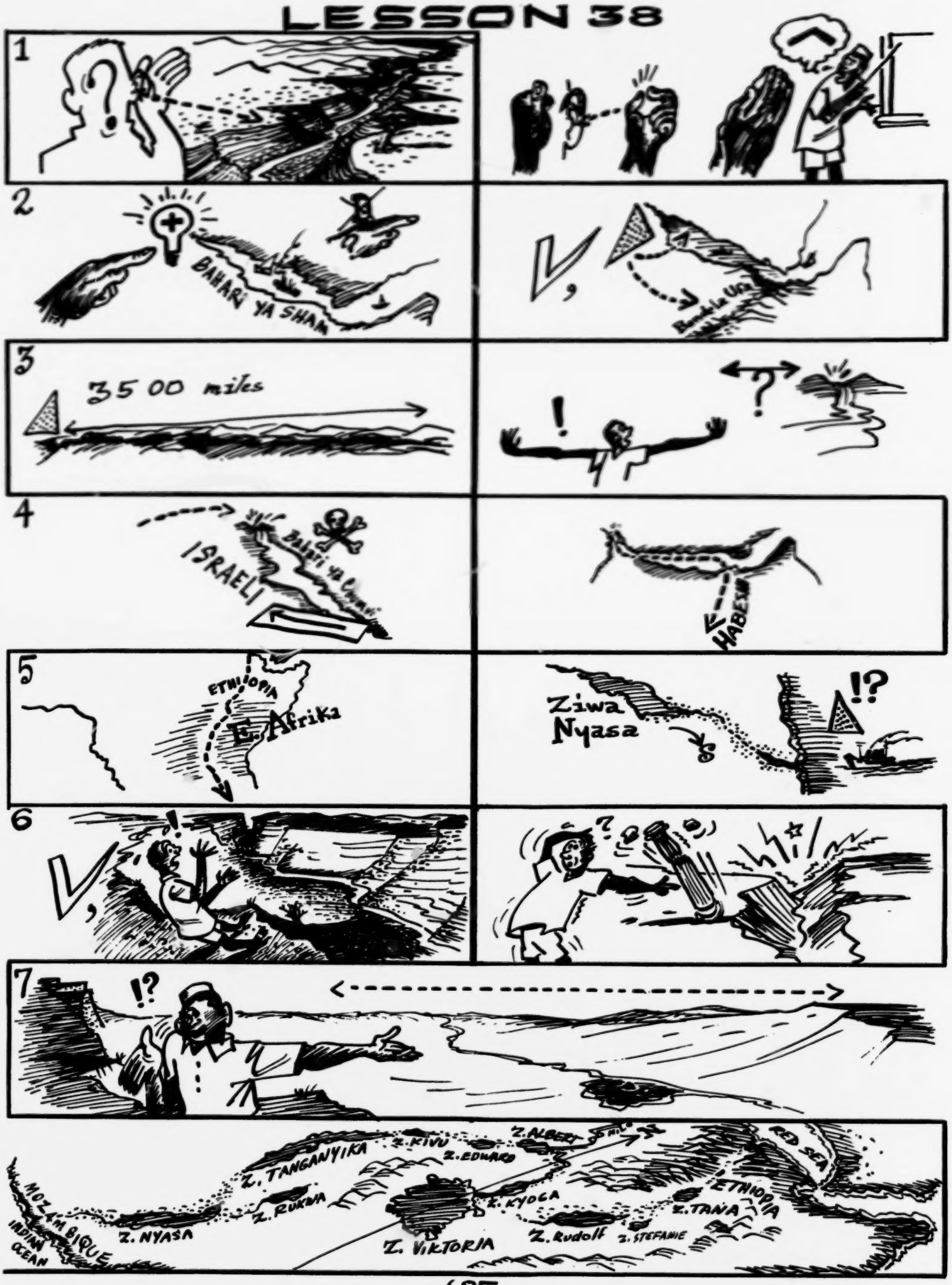
4. Linaanzia katika Bahari ya Chumvi kule Israeli.
   Halafu linafuata Bahari ya Sham kuingia Habeshi?

5. Kutoka Habeshi linapitia Afrika ya Mashariki.
   Na linakoma kusini ya ziwa Nyassa, sivyo?

6. Ndivyo. Ni mpasuko wa ajabu katika ardhi.
   Limetokea sababu ya mtetemeko wa nchi?

7. Labda, tena bonde hilo ni pana sana.
   Na maziwa makubwa ya Afrika yanalala bondeni.

LESSON 38


1
2
BAHARI YA SHAM
3
3500 miles
4
ISRAELI
HABESH
5
ETHIOPIA
E. Afrika
Ziwa
Nyasa
6
7
Z. ALBERT
Z. KIVU
Z. EDUARD
Z. TANGANYIKA
Z. KYOGA
Z. RUKWA
Z. NYASA
Z. VIKTORIA
Z. Rudolf
Z. STEFANIE
Z. TANA
ETHIOPIA
RED SEA
MOZAMBIQUE
INDIAN OCEAN

1. Who has heard about the Great Rift Valley?
   I have heard a little; please explain more.

2. You know the Red Sea, don't you?
   Yes, that is part of the Great Rift Valley.

3. That Valley is 3,500 miles in length.
   My, it sure is long. Where does it begin?

4. It begins in the Dead Sea in Israel.
   Then it follows the Red Sea into Ethiopia?

5. From Ethiopia it passes through East Africa.
   And it ends south of Lake Nyassa, is that right?

6. Yes. It is an amazing rift in the earth.
   Did it happen because of an earthquake?

7. Perhaps, moreover that Valley is very wide.
   And the great lakes of Africa lie in that Valley.

Step 1.

1. Generalization on Imperative with object prefixes.

a. Repetition Drill

Ileteni ramani nyingine!

nunua, tuma, tafuta.

Litazameni bonde hili!

angalia, fuata, vuka.

Itengenezeni njia ya reli!

tumia, fuata, tazama.

Substitution Drill

ieneze: ----- habari popote!

tangaza, tuma, peleka.

zinunueni: ----- motokaa!

uza, leta, tumia.

zitumieni: ----- nguo mpya!

weka, nunua, tayarisha.

2. Reinforcement drills on "ME" tense with object prefixes.

a. Repetition Drill

Ameniamrisha kuingia mjini.

ambia, omba, zuia.

Tumewaonyesha ramani zote.

pa, uzia, pelekea.

Wamekutuma kupeleka barua.

omba, amrisha, zuia.

Substitution Drill

nimemwamrisha: ----- kufundisha hesabu.

ambia, omba, saidia.

wametuonyesha: ----- nyumba kubwa.

nunulia, uzia, tafutia.

umenisaidia: ----- kujenga nyumba.

onyesha, amrisha, ambia.

3. Drills on "N" Class demonstratives.

a. Repetition Drill

Tutasafisha nyumba hizi.

tazama, nunua, uza.

Watauza nguo zile.

peleka, tumia, weka.

Ataleta mashine ile.

uza, nunua, onyesha.

Substitution Drill

itatusafirisha: Motokaa hiyo ----- mjini.

peleka, saidia, ngoja.

zitatosha: Ngozi hizo -----.

faa, kauka.

tutafuata: ----- njia hiyo.

tengeneza, tafuta.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 38

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Utatembelea Habeshi?
2nd: Ndio, nitatembelea Habeshi.

fika, pitia, kaa.

b. 1st: Tutayaona maziwa makubwa ya Afrika?
2nd: Ndio, tutayaona yote.

tembelea, tazama, tafuta.

c. 1st: Umemwuliza habari zote?
2nd: Ndio, nimemwuliza habari zote.

eleza, ambia, pa.

d. 1st: Mliyatembelea maziwa mangapi?
2nd: Tuliyatembelea maziwa yote.

miji, nchi.

e. 1st: Utaiuza motokaa hii?
2nd: Ndio, nitaiuza.

nunua, endesha, tumia.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Walimu walikusaidia kusafisha nyumba?
La, walinisaidia kupanda kahawa.

onyesha, omba.

b. Watamzuia kwenda mjini?
Ndio, watamzuia kwenda mjini.

amrisha, ambia.

c. Utanileta barua nyingine?
Labda nitakuletea barua nyingine.

tumia, andikia, onyesha.

d. Salimu atakufundisha kazi?
Ndio, atanifundisha kazi.

onyesha, saidia, fanyia.

e. Mtawatuma kuleta chakula?
Ndio, tutawatuma kuleta chakula.

omba, ambia, zuia.

f. Hawa ni watu gani?
Hawa ni wenyeji wa hapa.

huyu, ninyi, yeye.

g. Utaileta mikuki yote?
La, nitaileta mikuki michache tu.

bunduki, viatu, nguo.

h. Wamekipeleka kikapu leo?
La, watakipeleka kesho?

tengeneza, tafuta, nunua.

i. Utaziuza nyumba zote?
La, nitaiuza nyumba ile tu.

mikeka, vibuyu, motokaa.

j. Walimwambia kurudi nyumbani?
La, walimwambia kukaa hapa.

omba, zuia.

k. Baba amenituma shambani.

acha, peleka.

l. Tutawafundisha kusoma vitabu.

onyesha, omba, zuia.

m. Atakuamrisha kila kitu.

onyesha, fundisha, eleza.

n. Waliniomba kupeleka barua hii.

ambia, amrisha.

o. Utawasaidia wanafunzi.

ongoza, fundisha, fuata.

6th PERIOD SITUATIONAL APPLICATION LESSON 38

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Bonde la Ufa limetokea labda kwa sababu ya mtetemeko mkubwa wa nchi. Ardhi ilipasuka kutoka nchi ya Israeli mpaka kule Nyassa. Hivi limetokea bonde la ajabu. Ni bonde lenye urefu wa maili 3,500.

Maziwa makubwa ya Afrika ya Mashariki yanalala katika bonde hilo. Ni bonde pana sana.

Bonde hilo linaanzia katika nchi ya Israeli katika Bahari ya Chumvi. Halafu inapitia katika Bahari ya Sham mpaka Habeshi. Linaendelea katika nchi hiyo ya Habeshi mpaka Kenya.

Watu wengi wametengeneza mashamba mazuri katika Bonde la Ufa. Kando ya bonde kuna milima.

Angalia katika ramani ya kontinenti ya Afrika na jaribu kutambua Bonde la Ufa kutoka mwanzo mpaka mwisho.

Step 2. Maswali.

Bonde la Ufa ni katika nchi gani?
Linaanzia wapi?
Linapitia bahari gani?
Linapitia nchi gani?
Linakoma wapi?

Bonde hilo limetokea kwa njia gani?
Bonde hilo ni mpasuko?
Urefu wa bonde ni maili ngapi?
Bonde ni pana, au sivyo?
Kuna maziwa bondeni?

Watu wanaishi katika bonde hilo?
Kuna mashamba bondeni?
Kando ya bonde kuna nini?
Umeangalia katika ramani kutambua bonde hilo?
Umeona mwanzo hata mwisho wa bonde?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

In order to perfect your pronunciation of the palatal /d'/, review the notes in Lessons 5 and 6, and apply these to your perfected pronunciation of this sound in such words as:-

maji	ajabu
jua	kuja
ninajua	juu

II. Language Structure

The closed repertory refers to Ma class words, which we will learn without going into details. These will be discussed in a later lesson. For the time being, remember that in this class there are no singular prefixes with nouns and adjectives, and in the plural the prefix is Ma. The subject prefixes are: li (it), ya (they).

e.g. Bonde lile kubwa.
Mabonde yale makubwa.

III. Cultural Note

Some attention was given in this lesson to the tremendous geographical feature called: The Great Rift Valley. If you study a relief map of Africa you will note that there is a depression or rift which runs all the way from the Dead Sea in Israel, through the Red Sea into Ethiopia, and then into Kenya. As this Great Rift Valley enters Kenya it divides into two branches: the Western branch takes in the chain of lakes; Lake Albert, Lake Edward, Lake Kivu, Lake Tanganyika and Lake Nyassa. This is a startling chain of lakes, some of which being among the longest in the world. Lake Tanganyika is 400 miles long and Lake Nyassa a little over

300 miles long. The latter then empties into the Shire River, and this into the Zambezi, which, in turn, empties into the Indian Ocean near the 20th parallel.

The Eastern arm of The Great Rift Valley is not so long and takes in a series of small lakes in Kenya, from Lake Rudolf southward through Lakes Nakuru, Elementeita and Naivasha. Around these last three lakes is much of the dairy land and ranching country of Kenya.

This Great Rift must have appeared ages ago through some tremendous upheaval in the earth which affected most of the continent, since this valley or depression is some 3,500 miles long. Along the edges of this valley are mountains and escarpments.

These geographical features, lakes, mountains, valleys, highlands, and plains give East Africa varied climatic regions, which in turn may affect the people and their mode of living.

SWAHILI BASIC COURSE

LESSON 39

1. EXPRESSION STRUCTURE

a. Phonemes: Reinforcement of the /ñ/ (ny).

b. Morphemes: The negative imperative.

c. Syntax: The order of prefixes in the negative imperative, compared to the English.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Danger of forest fire.

b. Cultural note: The honey hunters.

c. Lexical items:

hebu	(interjection "Look here")
soma	(read)
tangazo	(sign, notice, announcement)
washa	(light up)
viberiti	(matches)
hatari	(danger)
vuta sigara	(smoke cigarette)
zimisha	(put out, as light or fire)
halali	(lawful)
heri	(best, advisable)
mwerezi	(cedar tree)
mbao	(lumber, board)
sikiliza	(listen)
asali	(honey)
moshi	(smoke)
nyuki	(bee, bees)
kumbe	(interjection "Wow", "My")
tangaza	(announce, publish)
lazima	(necessary, must)
fulani	(a certain one, somebody)

1st PERIOD PERCEPTION DRILL LESSON 39

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills using the negative imperative.

a. Usivute sigara!
Usiwashe viberiti!
Usiwashe moto!
Usiingie msituni!

b. Msivute sigara!
Msiwashe moto hapa!
Msiingie msituni!
Msiingie porini!

c. Usiende mjini!
Usije kesho!
Usile chakula hiki!
Usinywe kahawa!

d. Msifanye kazi leo!
Msiharibu vitabu!
Msitangaze habari hizo!
Msisome sasa!

2. Reinforcement drill on the /ñ/ sound, both initially and within the word.

a. Nyuki.
Asali ya nyuki.
Nyama ya kuku.
Nyuma ya mti.

b. Ninyi ni wanafunzi.
Wanafunzi wenye akili.
Nyumba nyeupe.
Nyumba nyeusi.

3. Drills on the use of new expressions.

a. Soma tangazo hili.
Tangazo la mkuu.
Tangazo linasema.
Matangazo mengi.

b. Anawasha moto.
Anawasha kiberiti.
Anazimisha moto.
Anazimisha sigara.

c. Kuna hatari ya moto.
Kuna hatari ya wanyama.
Heri kufuata amri.
Heri kuzimisha moto.

d. Hii si halali.
Si halali kuchoma msitu.
Hebu, angalia hapa.
Kumbe, wamerudi.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Usiende upesi! Hebu soma tangazo hili!
   Linasema: "Msiwashe viberiti hapa!"

2. Nini hii? Kuna hatari ya moto hapa?
   Kweli, hata hapa linasema: "Usivute sigara!"

3. Tutazimisha sigara basi.
   Kama si halali, heri kufuata amri.

4. Msitu huu ni wa mierezi yenye faida.
   Mierezi inafaa sana kwa mbao nzuri.

5. Sikiliza! Ninasikia watu kule!
   Wanafanya nini? Kumbe, wanawasha moto!

6. Wanatafuta asali katika mti mkubwa ule.
   Wanafukuza nyuki kwa moshi, halafu wanatoa asali.

7. Watu hawa wanaleta hatari kuchoma msitu.
   Basi, tutawaambia: "Msiwashe moto hapa!"

LESSON 39

1. Don't go so quickly! Look, read this sign!
   It says: "Don't light matches here!"

2. What's this? Is there danger of fire here?
   True, even here it says: "Don't smoke!"

3. We'll put out the cigarettes then.
   If it isn't lawful, better follow orders.

4. This is a valuable cedar forest.
   Cedar is very suitable for good lumber.

5. Listen! I hear people over there!
   What are they doing? Wow, they're lighting a fire!

6. They are looking for honey in that big tree.
   They drive away the bees with smoke, then take the honey.

7. These people bring danger to burning the forest.
   Well, we'll tell them: "Don't make a fire here!"

Step 1.

1. Drills on the negative imperative.

a. Repetition Drill

Usiende pale!

simama, cheza, tazama.

Msiwashe viberiti hapa!

tumia, uza, leta.

Usivute sigara ndani ya nyumba!

weka, rudisha, peleka.

Substitution Drill

msirudi: ----- nyumbani leo!

lala, kaa, kwenda.

msisome: ----- tangazo leo!

tazama, andika, onyesha.

usisikilize: ----- habari hiyo!

soma, tangaza, eneza.

b. Repetition Drill

Mtoto, Usiwashe sigara !

vuta, nunua, chukua

Wanafunzi, Msirudi mjini!

kaa, kwenda, lala.

Kijana, Usiingie nyumbani!

cheza, ondoka, jifunza.

Substitution Drill

msivute: Vijana, ----- sigara!

washa, iba, haribu.

usiharibu: Askari, ----- bunduki!

fyatua, tumia, leta.

msile: Watoto, ----- mkate huo!

haribu, chukua, peleka.

c. Repetition Drill

Walinzi, Msikae hapa!

lala, ingia, ngoja.

Mwanafunzi, Usitangaze habari!

sikiliza, andika, tuma.

Salimu, Usizimishe moto!

washa, karibia, tumia.

Substitution Drill

usiingie: Rafiki, ----- huko!

kwenda, ngoja, kaa.

msikimbie: Watoto, -----!

lala, soma, ngoja.

usitafute: Juma, ----- asali!

kula, uza, peleka.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 39

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Usitangaze habari siku ya Jumamosi!
2nd: Nimeelewa sana, asante.

toa, andika, eneza.

b. 1st: Tutangoja hemani kesho?
2nd: La, msingoje hemani kesho.

ingia, cheza, rudi.

c. 1st: Unataka nyama kwa chakula leo?
2nd: La, usitengeneze nyama leo.

leta, pika, nunua.

d. 1st: Unataka kutoa amri gani?
2nd: Msirudi nyuma!

tazama, kwenda, baki.

e. 1st: Utaniamrisha kungoja hapa?
2nd: La, usingoje hapa.

kaa, rudi, ingia.

5th PERIOD RECOMBINATION DRILL LESSON 39

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wamekusaidia kufundisha?
Ndio, wamenisaidia kufundisha.

ita, onyesha, omba.

b. Uliwapa wanafunzi vitabu?
Niliwapa wanafunzi vitabu kumi.

wekea, tumia, letea.

c. Kapteni amewakagua askari leo?
La, atawakagua kesho.

amrisha, tuma, safirisha.

d. Umemruhusu kucheza?
Ndio, nimemruhusu.

kupumzika, piga tarumbeta, kuendelea.

e. Ameijenga duka sawasawa?
Ndio, ameijenga sawasawa.

safisha, linda, tunza.

f. Watatusaidia kufunga mizigo?
Ndio, watatusaidia kufunga mizigo.

zuia, omba, amrisha.

g. Alijaribu kuuza karafuu?
La, alijaribu kuuza nazi.

nunua, pata, leta.

h. Wamasai waliwaua swala wangapi?
Waliwaua swala wengi.

ona, fukuza, kamata.

i. Mji wa Kampala uliwapendeza wageni?
Ndio, uliwapendeza sana.

mgeni, ninyi, wewe.

j. Wapelelezi walionekana rahisi kiwanjani.

sisi, mwivi.

k. Jumla ni shilingi kumi na tano.

wanafunzi, vikapu, miti.

l. Nilimnunulia kitambaa buluu.

-ekundu, -eupe, -pya.

m. Anatafuta vikombe vyake vitatu.

mikuki, ndugu, watoto.

n. Kijana mwaminifu alipata zawadi.

walinzi, mbwa, watu.

o. Alinitumia barua nzuri.

andikia, letea.

6th PERIOD SITUATIONAL APPLICATION LESSON 39

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Rafiki wawili walikwenda kutembea msituni. Ulikuwa msitu mzuri wa mierezi. Msituni waliona matangazo, na hayo yalisema:- "Usiwashe viberiti hapa!" "Usiwashe moto!" "Usivute sigara!" Katika msitu wa mierezi kuna hatari kubwa ya moto kwa sababu mierezi inachomeka upesi.

Mierezi ni miti mizuri na inafaa sana kwa mbao na kujenga nyumba. Mbao za mierezi zinaleta faida kubwa.

Rafiki hao wawili walisikia watu wanapiga kelele. Kumbe, watu fulani waliwasha moto, na hiyo si halali. Katika mti mmoja kulikuwa nyumba ya nyuki. Watu hao walijaribu kupata asali, na walitumia moshi ya moto kufukuza nyuki. Sasa rafiki waliwaambia kwamba si halali kufanya moto, ni lazima kuuzimisha.

Step 2. Maswali.

Nani alikwenda msituni?
Ulikuwa msitu wa miti gani?

Rafiki walifanya nini msituni?
Waliona matangazo, au sivyo?
Matangazo yalisema nini?

Kuna hatari gani msituni?
Kwa sababu kuna hatari hiyo?
Mierezi ni miti yenye faida?
Inafaa kwa kazi gani?
Rafiki walisikia nini msituni?

Wenyeji walifanya nini?
Walijaribu kufukuza nini?
Nyuki wanatengeneza nini?
Nini si halali?
Rafiki waliwaambia kufanya nini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

Review and perfect your pronunciation of the sound /ñ/ (ny), both as it appears initially, and within the word. Look up the notes on this in Lessons 6 and 11.

In this lesson we have the new word 'nyuki' /ñúki/ (bees) which uses this sound initially.

II. Language Structure

To give the command in the negative, the prefix 'usi' is used in the singular, and 'msi' in the plural. Note that 'si' is the negative particle 'not', and 'u' is the pronoun 'you' (s.) and 'm' is 'you' (pl.).

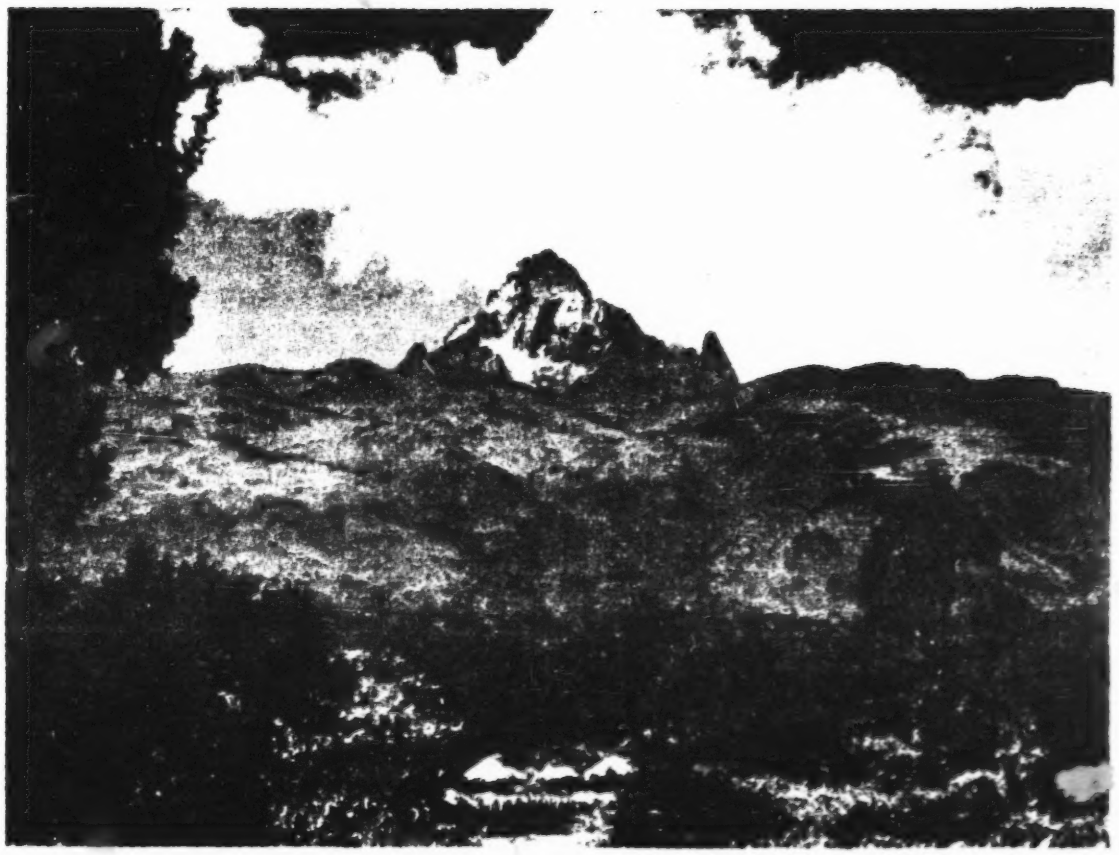
U-si-ende ! (You-not-go !)
M-si-fanye ! (You (pl.)-not-go !)

Note also that the verb ending 'a' changes to 'e'.

III. Cultural Note

The African native loves honey. In many areas they fashion a kind of beehive which looks like a narrow barrel and which is suspended on a tree. This type is made from a hollowed out log of wood. The bees are just wild bees which come and go, and which are easily excited and sting.

In the forests the bees make their honey in hollows of a big or an old tree. When the natives spot this, they make a fire with thick smoke to drive away the bees, so that they can remove the honey. Unfortunately they don't care about the fire, and as a result acres and acres of valuable forest are destroyed by fire through the carelessness of such honey hunters.

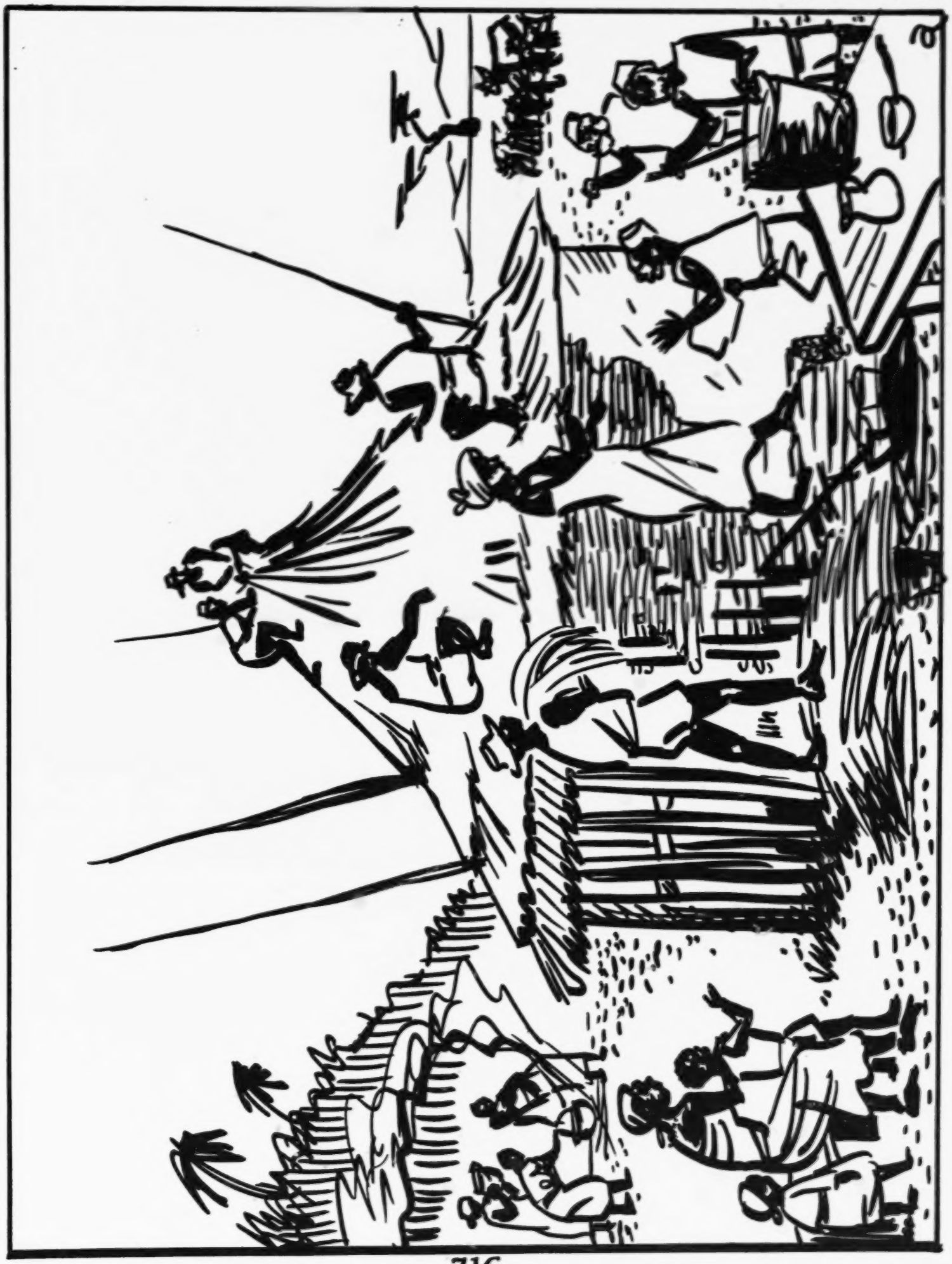


Mount Kenya

17,000 ft.

SWAHILI BASIC COURSE

LESSON 40



1. EXPRESSION STRUCTURE

   a. Phonemes: Reinforcement: pronunciation of "mwanamume" and "mwanamke".

   b. Morphemes: Negative imperative with object prefixes.

   c. Syntax: Reinforcement, position of object prefix representing the pronoun.

2. CONTENT STRUCTURE

   a. Situational setting: (i) Classroom activities.
      (ii) Building a native type house.

   b. Cultural note: Customs and cooperation in building one's house.

   c. Lexical items:

jenga	(build)
chimba	(dig)
chelewesha	(delay, v.)
kusanyika	(gather)
shimo	(hole)
mfano	(example, pattern)
duara	(circle)
kienyeji	(native type)
nguzo	(post, pole, pillar)
fito	(wattle)
matope	(mud)
kamba	(rope, string)
nyasi	(long grass)
ezeka	(thatch)
saidiana	(help each other)
karamu	(feast)
pombe	(beer)

1st PERIOD PERCEPTION DRILL LESSON 40

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on the compound words "mwanamume" and "mwanamke" in both singular and plural.

a. Mwanamume mmoja.
Mwanamume huyu.
Mwanamume yule
Mwanamume huyo.

b. Wanaume wengi.
Wanaume hawa.
Wanaume wale.
Wanaume hao.

c. Mwanamke mwema.
Mwanamke mzuri.
Mwanamke huyu.
Mwanamke yule.

d. Wanawake wema.
Wanawake wazuri.
Wanawake hawa.
Wanawake wale.

e. Wanaume wanajenga.
Wanaume wanachimba.
Wanaume wazee.
Wanaume wachache.

f. Wanawake wazee.
Wanawake wanaezeka.
Wanawake wengi.
Wanawake wengine.

2. Drills on new expressions.

a. Wanachimba mashimo.
Wanatia nguzo.
Wanakata nguzo.
Wanafunga fito.

b. Watatia matope.
Wataleta nyasi.
Watakata nyasi.
Wataezeka nyumba.

c. Wameleta kamba.
Watafunga kwa kamba.
Watafanya karamu.
Watu wanasaidiana.

3. Drills on using the negative imperative with an object prefix.

a. Usimpige mtoto.
Usimtafute sasa.
Usimwangalie mwanamke.
Usimwonyeshe ramani.

b. Msiwape pombe.
Msiwaongoze kule.
Msiwalishe saa hizi.
Msiwatishe hivi.

c. Usinicheleweshe.
Usiniletee chai.
Usinitazame hivi.
Usiniombe pesa.

d. Msimpatie pombe.
Msimsafirishe Kenya.
Msitunununulie visu.
Msitupelekee jangwani.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Usinicheleweshe, rafiki, ninakwenda kumsaidia Ali.
   Nilisikia Ali anajenga nyumba mpya, kweli?

2. Ni kweli, na wengi wamekusanyika kumsaidia.
   Njoo, basi, hata mimi nitamsaidia.

3. Wanaume wanachimba mashimo mfano wa duara.
   Kumbe, ni nyumba ya kienyeji, sivyo?

4. Ndio, watatia nguzo katika mashimo.
   Na halafu watafunga fito na kutia matope?

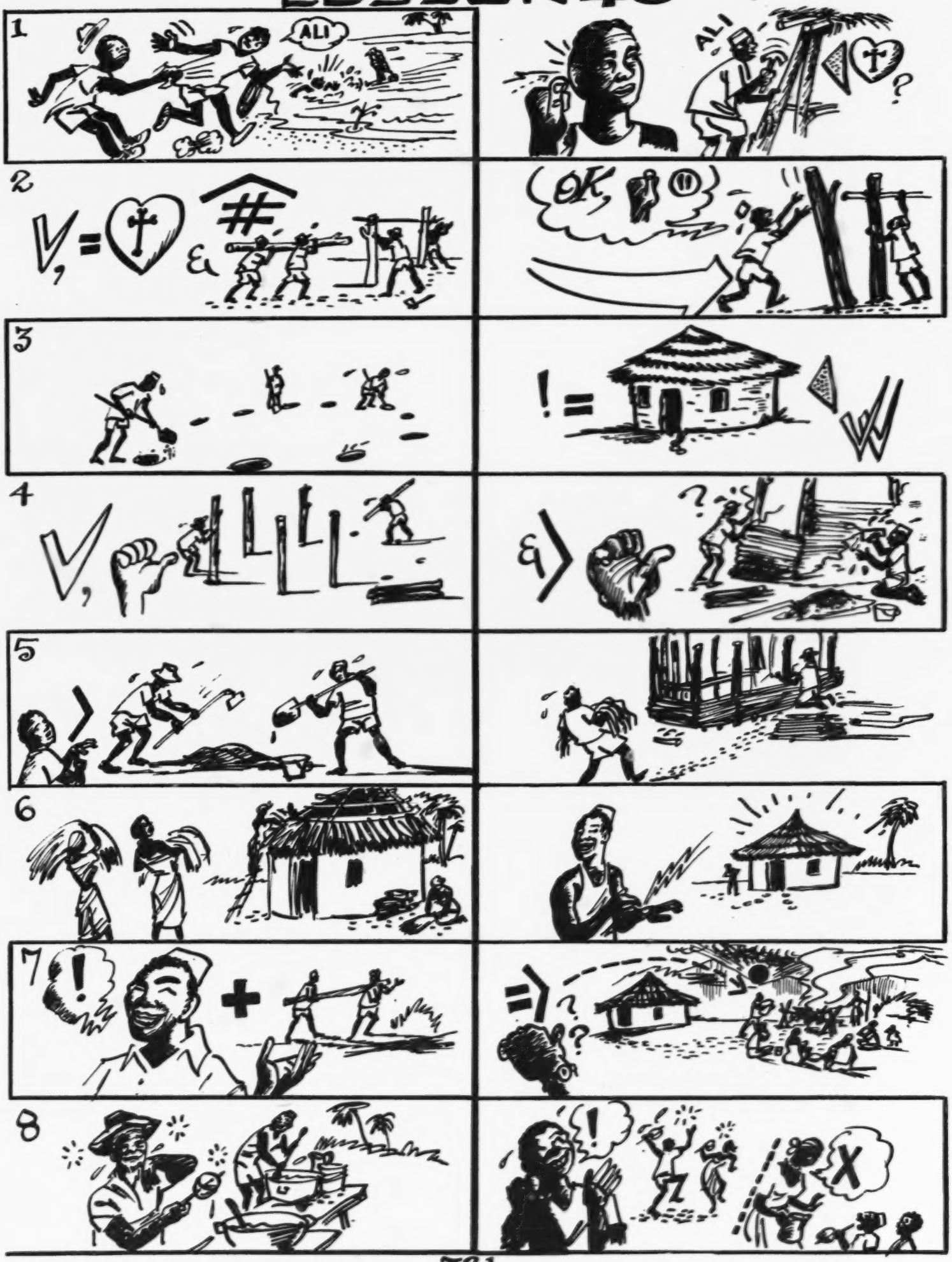
5. Hata sasa wengine wanachanganya matope.
   Na wengine wameleta kamba ya kufunga fito.

6. Wanawake wanaleta nyasi na wataezeka.
   Hivi nyumba itakuwa tayari upesi.

7. Kweli, tena ni vizuri kusaidiana hivi.
   Watafanya karamu halafu?

8. Wanaume wazee wametengeneza pombe.
   Lo, wote watafurahi, lakini msiwape watoto pombe.

LESSON 40



1. Don't delay me, my friend, I'm going to help Ali.

   I heard Ali is building a new house, is that true?

2. Yes, its true, and many have gathered to help him.

   O.K., come, I'll help him too.

3. The men are digging holes in a circular pattern.

   So, it is a native type house, is that right?

4. Yes, they'll put posts into the holes.

   And then will they tie on wattle and plaster with mud?

5. Even now others are mixing the mud.

   And others have brought rope to tie on the wattle.

6. The women are bringing the grass and will do the thatching.

   This way the house will be ready soon.

7. Sure, moreover it is good to help each other this way.

   Will they have a feast afterwards?

8. The old men have prepared the beer.

   My, everyone will be glad, but don't give beer to the children.

Usikate nyasi yote!

leta, tumia, rudisha.

Msiuvunje mkuki huo!

poteza, tumia, chukua.

Substitution Drill

usiuze: ----- nyumba hii!

nunua, ezeka, vunja.

msipeleke: ----- mikeka yote!

chukua, panga, pima.

usikisome: ----- kitabu!

inua, tuma, poteza.

b. Repetition Drill

Msiwasaidie kuchukua mizigo!

zuia, kataza, ruhusu.

Usinionyeshe picha nyingine!

patia, nunulia, letea.

Msimtaje kijana huyo!

piga, sikiliza, tuma.

3rd PERIOD PATTERN DRILL I LESSON 40

Step 1.

1. Drills on negative imperative generalization.

a. Repetition Drill

Msikusanyike hapo tena!

kaa, chimba, ingia.

Usitumie pombe tena!

nywa, uza, nunua.

Msiezeke nyumba leo!

jenga, uza, choma.

Substitution Drill

usirudi: ----- huko tena!

pitia, zunguka, tembea.

msitengeneze: ----- pombe nyingine!

leta, peleka, toa.

usikate: ----- nyasi hii!

choma, haribu, tumia.

2. Drills on negative imperative with object prefixes.

a. Repetition Drill

Msizichome nyumba hizi!

bomoa, haribu, ezeka.

Substitution Drill

usiwaonyeshe: ----- watoto picha hizo!

pelekea, pa, uzia.

msiniambie: ----- habari ya Nairobi!

letea, julisha.

usituongoze: ----- tena!

ruhusu, tisha, fuata.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 40

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Usisimame mbele ya motokaa!
2nd: Nitasimama kando mara moja.

kaa, keti, ngoja.

b. 1st: Msichanganye matope leo!
2nd: Tutachanganya matope kesho.

tia, tayarisha, chukua.

c. 1st: Msitazame nyuma tena!
2nd: Tutatazama mbele tu.

angalia, simama, keti.

d. 1st: Msitumie kamba hii kwa kufunga fito!
2nd: Tutatumia kamba nyingine.

leta, nunua, chukua.

e. 1st: Msijenge nyumba ya kienyeji leo!
2nd: Lazima tutajenga nyumba leo.

tengeneza, tayarisha, safisha.

5th PERIOD RECOMBINATION DRILL LESSON 40

Note: If facilities are available this period can be scheduled for a language lab session.

a. Tutawasaidia wanawake kuezeka nyumba?
Ndio, tutawasaidia.

onyesha, fundisha, omba.

b. Msichanganye matope karibu na nyasi!
Tutachanganya matope hapa.

tayarishe, weka, leta.

c. Uliwaeleza wanafunzi habari yote?
Ndio, niliwaeleza habari yote.

ambia, patia, julisha.

d. Utanipa senti ngapi leo?
Nitakupa senti hamsini.

lipa, patia, letea.

e. Mlivileta viberiti vyangu?
La, tulivileta viberiti vya Ali.

haribu, choma, poteza.

f. Watakusafirisha Afrika ya Mashariki?
La, watanisafirisha Afrika ya Kusini.

tuma, peleka, onyesha.

g. Amemwonyesha Ali bandari ya Mombasa?
Ndio, amemwonyesha bandari yote.

wageni, wewe.

h. Utakitumia kiti hiki?
La, nitakitumia kile.

uza, hitaji, nunua.

i. Waliisafisha mishipi yao?
Ndio, walisafisha yote.

penda, tumia, haribu.

j. Niliwaambia kukausha nguo zao.

amba, amrisha.

k. Wanawake wataiezeka nyumba ya kienyeji.

jenga, safisha, tunza.

1. Vijana watavisoma vitabu vyote.

nunua, peleka, kagua.

m. Ali alipiga kelele siku nzima.

cheza, kazana, ogelea.

n. Watoto walikaa hapa nusu saa.

lala, pumzika, piga tarumbeta.

o. Sisi tulieneza habari mji mzima.

tangaza, toa.

6th PERIOD SITUATIONAL APPLICATION LESSON 40

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Kule Afrika wenyeji wanapenda kusaidiana wakati wa kujenga nyumba. Tumesikia kwamba leo Ali atajenga nyumba yake mpya. Ni nyumba ya kienyeji mfano wa duara. Majirani na rafiki wengi wamefika kumsaidia. Hii ni desturi kule.

Wanaume wanakwenda msituni au porini kukata nguzo na fito. Halafu wanachimba mashimo mfano wa duara na wanatia nguzo ndani yake. Pande zote mbili za nguzo wanafunga fito kwa kamba. Halafu wanatia matope katikati.

Wanawake wanakata nyasi porini na wanaezeka nyumba. Hivi nyumba inaweza kuwa tayari upesi sana. Baada ya kujenga nyumba kuna karamu na wote wanafurahi sana. Wanaume wazee wanatengeneza pombe na wanawake wazee wanaangalia watoto.

Step 2. Maswali.

Nani anapenda kusaidiana kule Afrika?
Wanasaidiana kwa kazi gani?
Nani anajenga nyumba mpya?
Ni nyumba mfano gani?
Nani amefika kusaidia kujenga?

Wanaume wanatafuta nini msituni?
Wanachimba nini?
Halafu wanatia nini katika mashimo?
Kila upande wa nguzo wanafunga nini?
Wanatia nini katikati ya fito?

Nani anakata nyasi?
Nani anaezeka nyumba?
Baada ya kujenga nyumba kuna nini?
Nani anatengeneza pombe?
Nani anaangalia watoto?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

In Lesson 20 the two compound words were described. Note again the 'mw' prefix because of the vowel stem 'mwana'. The 'mume' (man) and 'mke' (woman) attached to 'mwana' also changes its prefix within the word. Thus we have:-

(s) mw-anamume (pl) wana-ume.
(s) mw-anamke (pl) wana-wake.

II. Language Structure

The negative imperative may also be used with an object prefix. This is slipped in between the 'usi' (s) and 'msi' (pl) and the verb stem.

e.g. Usi-m-pige! (You not him hit!)
Msi-wa-pige! (You not them hit!)

Notice the word order of the pronoun as object compared to English.

III. Cultural Note

In many tribes in East Africa there are some projects which are undertaken with communal help. The building of a house, especially native type, is such a project. Friends and neighbors gather to help build the hut or simple new home.

The men go into the forest to cut suitable posts, others to cut wattles and get rope or heavy string, and bring this to the camp site. Others, meanwhile, have laid out the hut in a circular form, have dug holes for the posts where the walls should be, and have mixed clay soil with water to make mud. When the posts have been put into the ground the wattles are tied on the inside and outside of the posts. The space in between is

filled and packed with the mud, and the mud is also smoothly spread on the wall sides. Often these walls are t hen whitewashed with lime.

The conically shaped roof is thatched by the women using long, tough grass cut in the plains.

In gratitude for services rendered, the owner of the new house puts on a feast afterwards. This may consist of a roasted goat and plenty of native brewed beer. The beer is usually brewed by the older men of the clan. Perchance,the drums start beating and a dance continues late into the night. Everybody is happy and satisfied, knowing that when someone else's turn comes, the same will be done for him too.

SWAHILI BASIC COURSE

LESSON 41

LESSON 41

1. EXPRESSION STRUCTURE

   a. Phonemes: Alternate accent on words of foreign origin.

   b. Morphemes: The auxiliary 'piga' as used with various verbs.

   c. Syntax: Nothing new.

2. CONTENT STRUCTURE

   a. Situational setting: (i) Classroom activities.
      (ii) A visit to Ali's place.

   b. Cultural note: Storage of crops.

   c. Lexical items:

piga mbio	(run fast)
kiwanja	(compound, lot)
jengo	(building)
kamera	(camera)
piga picha	(take picture, photograph)
haikosi	(no doubt, without a doubt)
jinsi	(manner)
piga hodi	(seek admission, say "Hodi")
piga kinanda	(play an instrument)
imba	(sing)
stoo	(store, storage place)
mavuno	(crops)
ngazi	(ladder)
panya	(rat, mouse)
mahindi	(maize)
mawele	(millet)
viazi	(potatoes)
akiba	(reserve, saving)
akili	(wisdom, good sense)
inatubidi	(it behoves us, it is proper for us)

1st PERIOD PERCEPTION DRILL LESSON 41

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on the use of the auxiliary 'piga'.

a. Mtoto anapiga mbio.
Anapiga mbio barabarani.
Rafiki alipiga picha.
Alipiga picha ya nyumba.

b. Mimi ninapiga hodi.
Ninapiga hodi mlangoni.
Mtoto anapiga kinanda.
Anapiga kinanda vizuri.

c. Askari atapiga bunduki.
Atapiga bunduki kiwanjani.
Koplo amepiga ripoti.
Amepiga ripoti sasa hivi.

d. Mwalimu anapiga tarumbeta.
Anapiga tarumbeta skulini.
Wanafunzi walipiga kelele.
Walipiga kelele sana.

2. Drills on the use of new expressions.

a. Hii ni kamera nzuri.
Nilinunua kamera dukani.
Nitapiga picha kwa kamera.
Alipiga picha nzuri sana.

b. Haikosi utapenda chai.
Haikosi ataniambia leo.
Inatubidi kurudi sasa.
Itanibidi kupiga hodi.

c. Ali anajenga nyumba.
Ali anajenga jengo.
Jengo lile ni kubwa.
Tutaona majengo mengi.

d. Watoto wanaimba vizuri.
Wanapiga kinanda vilevile.
Nitaona jinsi amepanga vitu.
Niambie jinsi umejenga nyumba.

e. Amejenga nyumba ya kukaa.
Amejenga nyumba ya mavuno.
Amejenga stoo kwa chakula.
Ameweka akiba katika stoo.

f. Mahindi ni mavuno.
Mahindi ni chakula kizuri.
Mawele ni chakula vilevile.
Hata viazi ni chakula.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD SWAHILI DIALOGUE LESSON 41

1. Unapenda kumsalimia Ali leo?
   Ndio, ninataka kuangalia nyumba yake mpya.

2. Labda atatuonyesha kiwanja chake chote.
   Hivi tutaona hata majengo mengine.

3. Nitachukua kamera na nitapiga picha.
   Haikosi utapenda kuona jinsi amepanga vitu.

4. Tumefika kwake. Nitapiga hodi kwanza.
   Sikiliza, mtu anapiga kinanda.

5. Ni watoto wake; wanapenda kuimba vilevile.
   Ali amefika na atatuonyesha kiwanja sasa.

6. Angalia, hapa stoo ya kuweka mavuno.
   Ni juu ya nguzo na ni lazima kutumia ngazi.

7. Ni kuzuia panya na kuweka mavuno salama.
   Kuna mahindi, mawele na viazi akiba.

8. Kweli, ni akili kuweka akiba.
   Inatubidi kurudi nyumbani. Tutarudi kesho tena.

LESSON 41

1

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4

"HODI" #1

5

6

!

7

8

!

ALI

739

1. Would you like to greet Ali today?

   Yes, I want to have a look at his new house.

2. Perhaps he'll show us his whole compound.

   That way we'll see also other buildings.

3. I'll take the camera and snap some pictures.

   No doubt you'll want to see how he has arranged things.

4. We have arrived at his place. I'll say "hodi" first.

   Listen, someone is playing a musical instrument.

5. It's his children; they like to sing too.

   Ali has come and he'll show us his place now.

6. Look, here's a store for keeping crops.

   It's up on posts and one has to use a ladder.

7. It's to keep out rats and to safeguard the crop.

   There's maize, millet and potatoes to spare.

8. True, it is wise to have a reserve on hand.

   We must return home. We'll come tomorrow again.

3rd PERIOD PATTERN DRILL I LESSON 41

Step 1.

1. Drills on the auxiliary 'piga'.

a. Repetition Drill

Watoto wanapiga mbio kiwanjani.

barabarani, porini, mjini.

Wanaume watapiga tarumbeta kesho.

Jumamosi, jioni, saa kumi.

Tulipiga picha za wanyama.

mji, kambi, skuli.

Substitution Drill

wanafunzi: ----- watapiga mbio kiwanjani.

Ali, sisi, wewe.

askari: ----- wanapiga tarumbeta.

salimu, ninyi, walimu.

nzuri: Mlipiga picha ----- za mji.

-kubwa, -ingi, -chache.

b. Repetition Drill

Tafadhali msipige kelele hapo.

tena, hemani, chumbani.

3rd PERIOD PATTERN DRILL I LESSON 41

Wanapiga hodi mlangoni.

nyumbani, kwa Ali, sasa.

Askari atapiga ripoti usiku.

mimi, sisi, wewe.

Substitution Drill

chako: Usipige kinanda ----- tena.

-etu, -angu, -ake.

kesho: Msipige ripoti mpaka -----.

jioni, asubuhi, Jumapili.

kingine: Atapiga kinanda ----- sasa.

-ile, -kubwa, -refu.

2. Drills on the auxiliary 'piga' with object prefixes.

a. Repetition Drill

Kesho tutavipiga vinanda vipya.

-zee, -dogo, -kubwa.

Aliipiga tarumbeta mpaka jioni.

asubuhi, usiku, saa mbili.

Tutazipiga bunduki mara mbili.

tatu, tano, moja.

Substitution Drill

tena: Nitakipiga kinanda -----.

sasa, kesho, jioni.

zote: Watazipiga tarumbeta -----.

-pya, -zee, -zuri.

kubwa: Aliipiga bunduki -----.

-dogo, -baya, -refu.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 41

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Msipige kelele hapo!
2nd: Tutakaa kimya basi.

tena, chumbani, hemani.

b. 1st: Nitapiga hodi kwa nani?
2nd: Utapiga hodi kwa Ali.

-ake, -angu, -ao.

c. 1st: Wamejenga stoo ya kuweka mavuno?
2nd: Ndio, na wameweka mavuno salama.

viazi, mahindi, mawele.

d. 1st: Panya wataweza kuharibu mavuno?
2nd: La, wamejenga stoo vizuri.

kula, tumia.

e. 1st: Ali anapanda ngazi kuingia stoo?
2nd: Ndio, inambidi kupanda ngazi.

wewe, ninyi, wenyeji.

RECOMBINATION DRILL LESSON 41

Note: If facilities are available this period can be scheduled for a language lab session.

a. Unajua jinsi wanajenga nyumba?
Ndio, nitakuonyesha.

ezeka, tengeneza.

b. Utatumia kamera mpya kesho?
Ndio, nitatumia kamera mpya.

nyingine, hii, mbili.

c. Ulitumia akili gani kukamata mwivi?
Nilingoja nyuma ya mti.

kaa, simama, lala.

d. Wenyeji wanaweka wapi akiba ya mavuno?
Wanaweka akiba katika stoo.

mahindi, viazi, vyakula.

e. Unaweza kuimba wimbo huu?
Ndio, ninaweza kuimba wimbo huu.

taka, tayarisha.

f. Uliona nyuki juu ya mti?
Ndio, niliona nyuki wengi juu ya mti.

chini ya, karibu na, nyuma ya.

g. Utasikiliza wimbo mzuri katika redio?
La, nitasikiliza habari za Kongo.

Kenya, Afrika, Uganda.

h. Wenyeji wataweka wapi akiba?
Wataweka akiba katika stoo.

mavuno, mahindi, viazi.

i. Nani alitangaza habari?
Sultani wa Unguja alitangaza habari.

andika, tuma, pokea.

j. Ni halali kuvuta sigara?
Ndio, ni halali.

vizuri, vibaya, hasara.

k. Zimisheni sigara sasa!

nunua, washa, vuta.

l. Wekeni akiba ndani ya stoo!

mali, vyakula, mavuno.

m. Zuieni panya kuingia stoo!

nyumbani, chumbani, hapa.

n. Tunatafuta asali ya nyuki.

taka, uza, kula.

o. Walivuna mavuno mengi.

pata, weka.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Rafiki wawili walikwenda kumsalimia Ali. Walitaka kuona nyumba yake mpya na kiwanja chake. Walitumanini Ali atawaonyesha jinsi amepanga kila kitu kule kwake. Rafiki mmoja alichukua kamera yake na alitaka kupiga picha.

Walifika kwa Ali na walipiga hodi. Walisikia watoto wa Ali wanapiga kinanda na wanaimba vizuri. Walifurahi kusikia hii yote. Sasa Ali amekuja na anawaonyesha nyumba yake mpya na stoo.

Stoo ilijengwa juu ya nguzo. Ilimbidi Ali kupanda ngazi wakati wa kuingia stoo. Stoo imejengwa hivi kuzuia panya. Alitaka mavuno kuwa salama. Alifanya akili kwa kuweka chakula kwa akiba. Katika stoo waliona mahindi, mawele na viazi.

Rafiki hao wawili walifurahi kuona kila kitu, lakini kwa sababu ya kazi iliwabidi kurudi nyumbani. Walisema watarudi kesho kuangalia vitu vingine.

Step 2. Maswali.

Rafiki wawili walikwenda wapi?
Walitaka kufanya nini?
Walitumaini Ali atawaonyesha nini?
Nani alichukua kamera?
Alitumaini kupiga picha?

Kule kwa Ali walifanya nini kwanza?
Walisikia nini?
Ali aliwaonyesha stoo yake?
Stoo ilijengwa juu ya nini?
Kwa nini ilijengwa hivyo?

Mavuno yalikuwa nini?
Alifanya akili kuweka akiba gani?
Aliingia stoo kwa njia gani?
Kwa nini rafiki walirudi kwao nyumbani?
Walitumaini kurudi tena kesho yake?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

Some words of foreign origin which have been more or less recently adopted, may still carry its original accent. One may hear such words used with either the foreign or the Swahili accent on the penultimate. Ultimately as the words are assimilated the accent will shift to its penultimate position. Therefore, do not get confused if you should hear some words with either one or the other accent. Here are some examples:-

kamera,	/kámera/	or	/kaméra/
Amerika,	/Amérika/	or	/Ameríka/
Afrika,	/Áfrika/	or	/Afríka/
lazima,	/lázima/	or	/lazíma/
tafadhali,	/tafáðali/	or	/tafaðáli/
dispensari,	/dispénsari/	or	/dispensári/
malaria,	/malária/	or	/malaría/

II. Language Structure

In this lesson we have a more careful look at the verb auxiliary 'piga', which, when used with a noun, forms a verb. This form arises when there is no suitable verb in use in the language. The word 'piga' means 'hit'. So we get the following:

make a noise	piga kelele	lit:	hit a noise
take a snapshot	piga picha	"	hit a picture
fire a gun	piga bunduki	"	hit a gun

This type of a combination should not be too strange for the English speaker, as even in English we find expressions like:

hit the hay	go to sleep
hit the nail on the head	get a bright idea
hit me	in playing blackjack
hit it	musically (down beat)
make a hit	go over big
hit the road	get going
hit the deck	get out of bed

III. Cultural Note

The African peasant, when he erects the various buildings in his compound, may have one or two huts to live in, a hut for the animals, and a special hut for the storage of food supplies. This storage hut looks different from the others as it looks as if it were on stilts. It is a smallish hut perched on 4-5 ft. high posts, and one can reach it by a small ladder.

The reason for building this storage hut this way is to protect it from vermin, especially rats. One may argue that these can climb up the posts. True! But when they reach the top of the post they find an obstruction in the shape of a large sheet of tin very much like a big plate nailed on upside down. This the rats cannot crawl over. The situational picture has an illustration of this.

SWAHILI BASIC COURSE

LESSON 42

VOLUME III BLUE PRINT LESSON 42

1. EXPRESSION STRUCTURE

a. Phonemes: Reinforcement of the dorso velar nasal sound /ŋ/ in the initial position.

b. Morphemes: General review lesson: imperatives, object prefixes.

c. Syntax: Review of previous patterns using object prefixes as pronouns.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Another visit to Ali's place.

b. Cultural note: Animal shelters.

c. Lexical items:

tembelea	(visit, v.)
ahidi	(promise, v.)
mahali	(place)
boma	(enclosure, kraal)
mwiba	(thorn)
kibanda	(hut)
kondoo	(sheep)
waziwazi	(open, partly open)
kuku	(chicken)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Short drill on the initial /ŋ/ (ng') sound.

a. Ng'ombe huyu.
Ng'ombe hawa.
Ng'ombe yule.
Ng'ombe wale.

b. Ng'ombe mzuri.
Ng'ombe mweusi.
Ng'ombe wengi.
Ng'ombe mwingine.

c. Ng'ombe anakula majani.
Ng'ombe anakaa katika boma.
Ali ana ng'ombe wanne.
Yeye anafuga ng'ombe.

2. Review drill on imperatives.

a. Fanya upesi!
Fanyeni kazi!
Lete chai!
Leteni mizigo hapa!

b. Nipe chakula!
Mpe pesa.
Msaidie mama.
Waonyeshe ramani.

c. Msaidieni kujenga.
Mnunulieni mkate.
Walisheni ng'ombe.
Walisheni kuku.

d. Usifanye hivi!
Msifanye hivi!
Usiende mjini sasa!
Msiende porini leo!

e. Usimpe kazi hiyo!
Usimwambie habari hizo!
Msimwonyeshe kitabu hicho!
Msiwapige watoto hao!

f. Usiniambie kitu!
Usituongoze vibaya!
Msinifukuze hapa!
Msitushike kwa nguvu.

3. Drill using some new expressions.

a. Tuliahidi tutarudi.
Niliahidi nitamsaidia.
Tulitembelea kiwanjani.
Nilitembelea kwa Ali.

b. Ng'ombe wanakaa katika boma.
Boma la miiba.
Boma la nguzo.
Boma la mbao.

c. Mbuzi ni mnyama.
Kondoo ni mnyama.
Ali anafuga mbuzi.
Ali anafuga kondoo.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Jana tulitembelea kiwanjani kwa Ali.
   Na tuliahidi kwamba tutarudi leo tena.

2. Tumekwisha kuona stoo yake.
   Leo tutatazama mahali wanyama wanakaa.

3. Je, Ali, una ng'ombe na mbuzi wangapi?
   Jumla nina kumi na wanne.

4. Hawa wote wanakaa katika nyumba?
   La, ng'ombe wanalala katika boma la miiba.

5. Mbuzi na kondoo wanakaa katika nyumba yao?
   Ndio, ni nyumba waziwazi yenye fito tu.

6. Unafuga kuku vilevile?
   Nina wachache, wanakaa katika nyumba ya kuku.

7. Hii ni nyumba ndogo juu ya nguzo?
   Ndio, inafanana na stoo, ila ni ndogo.

8. Una kiwanja kizuri sana hapa, Ali.
   Asante, nilifurahi kuwaonyesha hapa kwangu.

LESSON 42

1

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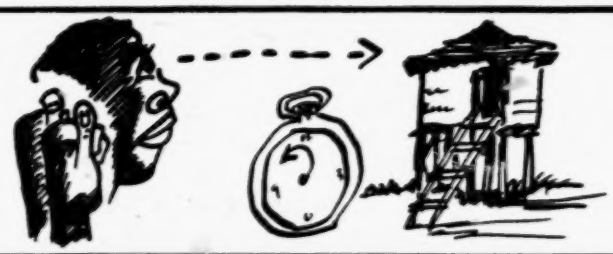

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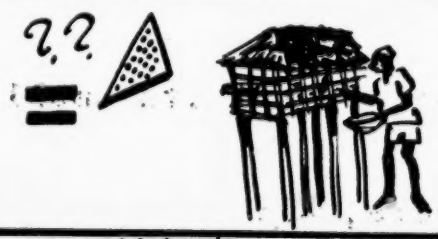

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1. Yesterday we visited at Ali's place.
   And we promised that we would return again today.

2. We have already seen his storehouse.
   Today we'll look where the animals stay.

3. Say, Ali, how many cows and goats do you have?
   Altogether I have fourteen.

4. Do all these stay in a shed?
   No, the cows are in a thorn enclosure (kraal).

5. Do the goats and sheep have their own shed?
   Yes, it is an open wattle building.

6. Do you also raise chickens?
   I have a few, they stay in a chicken coup.

7. Is that a small hut on posts?
   Yes, it resembles the storehouse, except its small.

8. You have a very nice compound here, Ali.
   Thank you, I was glad to show you around here.

3rd PERIOD PATTERN DRILL I LESSON 42

Step 1.

1. Reinforcement drills on imperatives with object prefixes.

a. Repetition Drill

Niahidi kwamba utarudi tena!

safiri, fundisha, jifunza.

Watembeleeni wageni kesho!

mji, kiwanja, mwalimu.

Watangazieni watoto habari!

ambia, julisha.

Substitution Drill

mtaondoka: Tuahidini kwamba ----- hapa!

kaa, rudi, ngoja.

wanafunzi: Wajulisheni ----- habari!

mgeni, watoto, kijana.

nijengee: ----- boma mpya sasa!

nunulia, uzia, onyesha.

b. Repetition Drill

Wajengee wanyama boma la miiba!

mnyama, ng'ombe, mbuzi.

Wape kuku chakula!

letea, patia, nunulia.

Ileni mikate hii!

chukua, nunua, haribu.

Substitution Drill

wanyama: Watunzeni ----- hawa!

mtoto, mikeka, mkuki.

kiti: Kipeleke ----- hiki nyumbani!

kondoo, kuku, vikapu.

kibanda: Nionyeshe ----- kipya!

jengea, tengenezea.

2. Drills on imperative negative with object prefixes.

a. Repetition Drill

Usiwaonyeshe watoto mashine mpya!

nunulia, pelekea, patia.

Msitujengee kibanda kingine!

onyesha, tengenezea, uzia.

Usikiharibu kitabu changu!

vitabu, mikeka, mshale.

Substitution Drill

watoto: Usiwape ----- chakula!

mtoto, kondoo, mbuzi.

kitanda: Msikipeleke ----- nyumbani!

mgeni, viatu, wanafunzi.

nyumba: Usiziharibu ----- hizi!

vitu, kifaa, mishipi.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 42

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Mmekwisha kuona stoo ya Ali?
2nd: Ndio, tumekwisha kuona stoo yake.

kibanda, nyumba, vifaa.

b. 1st: Unafuga mbuzi wangapi?
2nd: Ninafuga mbuzi ishirini.

weka, lisha, taka.

c. 1st: Utakinunua kibanda hiki?
2nd: La, nitakinunua kile.

vibanda, mishipi, mkate.

d. 1st: Walivisafisha vyombo vyote?
2nd: Ndio, walivisafisha vyote.

motokaa, mikeka, nguo.

e. 1st: Umemfundisha mtoto hesabu?
2nd: La, nitamfundisha kesho.

wageni, kijana.

5th PERIOD RECOMBINATION DRILL LESSON 42

Note: If facilities are available this period can be scheduled for a language lab session.

a. Uliwapeleka mbuzi kiwanjani?
La, nitawapeleka jioni.

watoto, viti, silaha.

b. Wanavihitaji vibuyu hivi?
Ndio, wanavihitaji.

kisu, mishale, silaha.

c. Ulikiuza kifaa chako?
Ndio, nilikiuza.

bunduki, viti, mikuki.

d. Mmeiona ramani mpya?
Ndio, tumeiona ramani mpya.

kibuyu, vyombo, mkeka.

e. Mtaviweka wapi vitanda?
Tutaviweka vitanda nyumbani.

mifuko, kitambaa, motokaa.

f. Utanileta sigara?
Ndio, nitakuletea sigara.

nunulia, patia, uzia.

g. Uliwakagua askari?
Niliwakagua askari wote.

nyumba, mji, wanafunzi.

h. Wamekitengeneza kibanda?
La, watakitengeneza kesho.

motokaa, vibanda, bunduki.

i. Mtavishona vitambaa kesho?
La, tutavishona leo jioni.

tengeneza, leta, uza.

j. Usizichukue bunduki hizo!

bunduki, viazi, motokaa.

k. Msiniletee vyombo vingine!

pa, onyesha, patia.

l. Usikiharibu kitanda kile!

vunja, nunua, chukua.

m. Msiwaongoze wageni wetu!

julisha, ambia, fukuza.

n. Usivitumie viatu vyangu!

nguo hizi, mkuki, kalamu.

o. Msivivunje viti hivi.

mashine, kiti, nyumba mbili.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

"U hali gani leo, Juma?" "Njema, asante." "Tutakwenda kutembelea kwa Ali leo tena?" "Lazima, tulimwahidi kwamba tutarudi. Atapenda kutuonyesha ng'ombe na mbuzi zake." "Tutakwenda, basi."

Jana rafiki walitazama kidogo nyumba mpya ya Ali na stoo yake. Stoo ni ile ya kuweka chakula salama. Leo rafiki wanaangalia majengo mengine. Ali ana ng'ombe watano, mbuzi watano na kondoo wanne. Jumla ni wanyama kumi na wanne.

Ng'ombe wanakaa nje katika boma. Watu wamekata miti midogo yenye miiba. Halafu wamepanga hii mfano wa duara kutengeneza boma la ng'ombe. Mbuzi na kondoo ni wanyama wadogo, na hawa wanakaa katika nyumba waziwazi yenye fito tu. Hakuna matope kuziba fito.

Halafu waliona nyumba ndogo ya kuku. Nyumba hiyo ilijengwa mfano wa ile stoo. Ni juu ya nguzo na

kuku wanapanda juu ya ngazi kuingia katika nyumba yao.

Rafiki walimpa Ali asante kwa kuwaonyesha kiwanja chake, na walimwambia kwamba ana kiwanja kizuri sana.

Step 2. Maswali.

Nani alikwenda kutembelea kwa Ali?
Nani aliahidi kwamba watarudi kwa Ali?
Ali alitaka kuwaonyesha nini?
Jana rafiki walikuwa wapi?
Leo wanakwenda wapi tena?

Rafiki waliona nini jana?
Leo wanatumaini kuona nini?
Ali ana ng'ombe wangapi?
Jumla ana mbuzi na kondoo wangapi?
Ali anafuga kuku vilevile?

Ng'ombe wanakaa wapi?
Boma limejengwa kwa njia gani?
Kondoo wanakaa wapi?
Nyumba ya kuku inafanana na nini?
Kiwanja cha Ali kilipendeza?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

In this lesson we want to practice and to reinforce the rather different sound feature of /ŋ/ (ng'), especially as it occurs at the beginning of a word. Go back to Lesson 25 and review the notes and examples. This sound does not occur initially in many words, however, it occurs in the most common word of value to the Africans, and that is 'ng'ombe' (cattle). This word reoccurs again in this lesson.

II. Language Structure

This is a review lesson reviewing the affirmative and negative forms of the imperative. Look up the notes in Lessons 10, 37, 39 and 40.

III. Cultural Note

In the homestead of an African peasant, as mentioned in the previous lesson, there may be a couple huts for family use; there is the specially constructed storage hut for crops, built up on 4-5 ft. posts, and then there are the animals.

In this lesson let us look briefly at the animal shelters. The cows are usually kept in an open thorn kraal or enclosure. This is built (in the plains) by cutting many heavy thorn branches and arranging them in a circular enclosure. In the highlands such an enclosure is often built of posts, left-overs from a lumber mill, or heavy stakes. This enclosure forms part of the compound and is not far from the dwellings. When there are only 1 or 2 cows, these may be taken into the hut where people stay.

For goats and sheep there is often an open type hut with wattle walls which are not plastered with mud. There is also a grass roof.

The chickens have a small wattle pleated hut set up on posts, this chicken coup or hut has a good roof and must be well built to keep out marauders such as weasels or large rats. The more progressive peasant may use chicken wire mesh for additional protection. During the day a small ladder is set up for the chickens, leading to a small door which can be securely fastened. African hens still hatch out their chicks the way nature intended them to do. Incubators are known only on large poultry farms.

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DEFENSE LANGUAGE INSTITUTE

SWAHILI

BASIC COURSE

VOLUME IV
LESSONS 43-56

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DEPARTMENT OF DEFENSE

S W A H I L I

Basic Course

Volume IV

Lessons 43 - 56

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DEFENSE LANGUAGE INSTITUTE

PREFACE

The Swahili Course, consisting of 145 lessons in 10 volumes, is one of the Defense Language Institute's Basic Course Series. The material was developed at the Defense Language Institute and approved for publication by the Institute's Curriculum Development Board.

The course is designed to train native English language speakers to Level 3 proficiency in comprehension and speaking and Level 3 proficiency in reading and writing Swahili. The texts are intended for classroom use in the Defense Language Institute's intensive programs employing the audio-lingual methodology. Tapes accompany the texts.

All inquiries concerning these materials, including requests for authorization to reproduce, will be addressed to the Director, Defense Language Institute, U. S. Naval Station, Anacostia Annex, Washington, D. C. 20390.

C. W. Chaney

C. W. CHANEY
Colonel, U.S. Army
Director

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SWAHILI BASIC COURSE

LESSON 43

1. EXPRESSION STRUCTURE

a. Phonemes: The teacher will deal with any difficulties experienced by the class.

b. Morphemes: (i) The reflexive object prefix 'ji.'
(ii) The adverbial prefix 'po' (when).

c. Syntax: In the form of a prefix the reflexive 'self' precedes the verb.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Description of an accident.

b. Cultural item: Some notes on travel by car in East Africa.

c. Lexical items:

ajali	(accident)
gazeti	(paper)
umiza	(hurt, cause to hurt)
anguka	(fall)
pinduka	(turn over)
gongana	(collide)
dreva	(driver)
kioo	(glass)
vunjika	(break, get broken)
dirisha	(window)
pasuka	(split)
kipande	(piece)
abiria	(passenger)
vibaya	(badly)
okoka	(be saved, escape with life)
maisha	(life)
ingawa	(although)
Huduma ya Kwanza	(First Aid)
ziba	(stop up)
jeraha	(wound)
ficha	(hide)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on the reflexive 'ji' (self).

a. Amejiumiza.
Amejikata.
Amejichoma.
Amejisaidia.
Amejipatia.

b. Alijiumiza.
Alijikata.
Alijichoma.
Alijisaidia.
Alijipatia.

c. Ulijiumiza?
Ulijikata?
Ulijichoma?
Ulijisaidia?
Ulijifunza?

d. Nilijiumiza vibaya.
Nilijikata kwa kioo.
Nilijichoma kwa moto.
Nilijisaidia.
Nilijifunza.

e. Atajiumiza.
Atajikata.
Atajichoma.
Atajisaidia.
Atajifunza.

f. Tulijiumiza.
Tulijichoma.
Tulijisaidia.
Tulijifunza.
Tulijikata.

2. Drills on the adverbial infix 'po' (when).

a. Alipoanguka.
Aliporudi.
Alipokwenda.
Alipoumia.

b. Ilipogongana.
Ilipopinduka.
Ilipovunjika.
Ilipopasuka.

c. Ninaposema.
Ninapoketi.
Ninaposimama.
Ninapoandika.

d. Utakapotia.
Utakapotokea.
Utakaposoma.
Utakaporudi.

3. Drills using new expressions.

a.	b.
Ajali mbaya.	Kioo kizuri.
Gazeti baya.	Kipande kizuri.
Dreva mbaya.	Kioo kimepasuka.
Kipande kibaya.	Kipande kidogo.

c.	d.
Nimeokoka.	Abiria ameumia.
Nimeokoka maisha.	Kioo cha dirisha.
Huduma ya Kwanza.	Jeraha kubwa.
Wameziba damu.	Dawa kwa jeraha.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Kuna habari za ajali gazetini?

   Naam, nilisoma mtoto alijiumiza.

2. Alijiumiza kwa njia gani?

   Alijichoma vibaya alipoanguka motoni.

3. Kulikuwa vilevile ajali ya motokaa?

   Ndio, motokaa ilipinduka ilipogongana na lori.

4. Je, dreva alijiumiza?

   Alijikata mkono kioo kilipovunjika.

5. Kioo cha dirisha kilipasuka vipande?

   Ndio, hata abiria waliumia vibaya.

6. Waliokoka maisha ingawa waliumia.

   Waliokoka, na wengine walijisaidia.

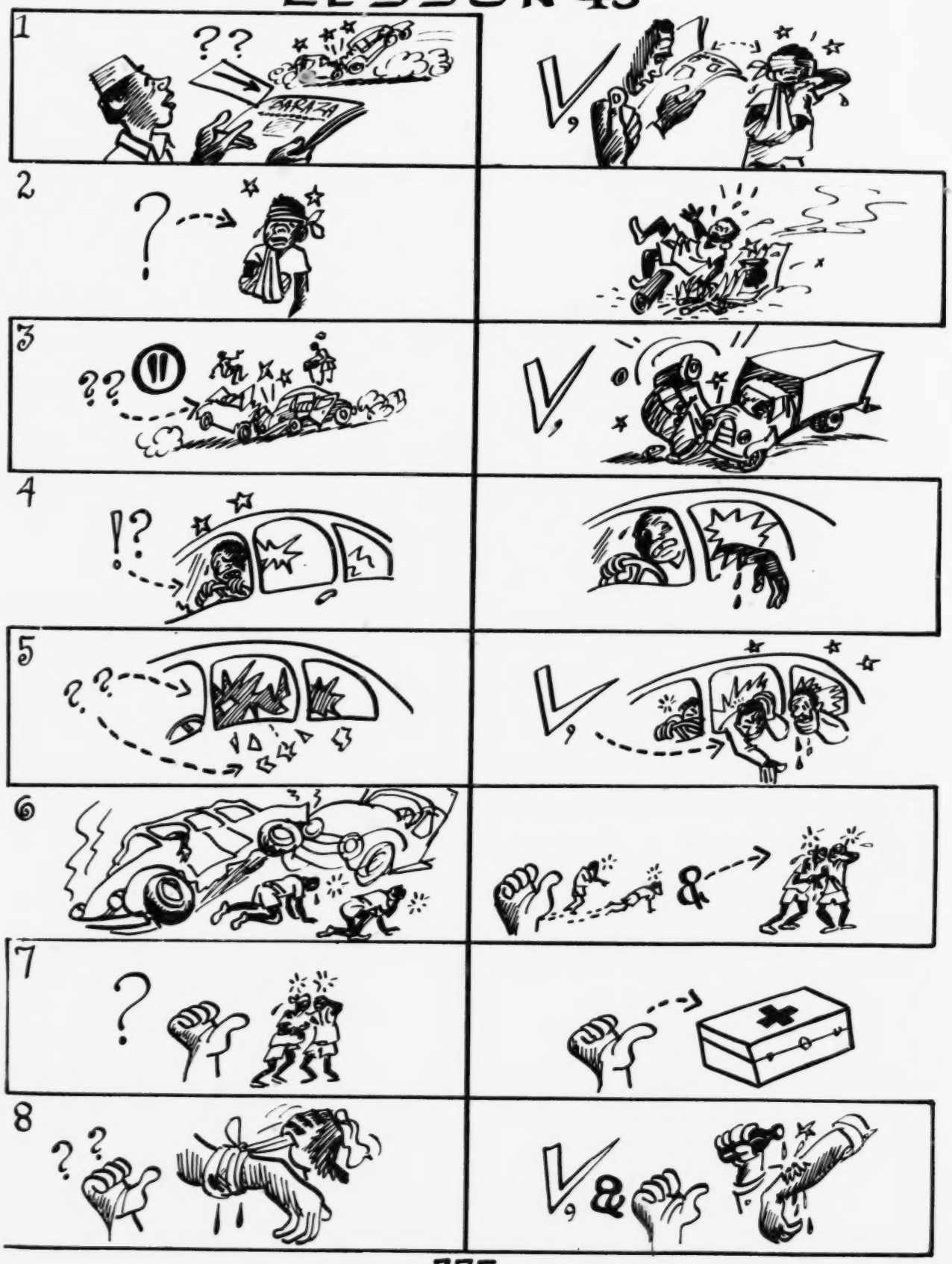
7. Walijisaidia kwa njia gani?

   Walitumia "Huduma ya Kwanza."

8. Walijifunga vitambaa kuziba damu?

   Ndio, na walitia dawa katika jeraha.

LESSON 43



1. Is there news of the accidents in the papers?

   Yes, I read that a child got hurt.

2. How did it get hurt?

   It got badly burned when it fell into the fire.

3. Were there also car accidents?

   Yes, a car turned over when it collided with a truck.

4. Say, did the driver get hurt?

   He cut his arm when the glass broke.

5. Did the window glass break in pieces?

   Yes, even the passengers got badly hurt.

6. They escaped with their lives though they got hurt.

   They escaped, and others helped themselves.

7. How did they help themselves?

   They used First Aid.

8. Did they tie on bandages to stop the bleeding?

   Yes, and they put medicine on the wounds.

Step 1.

1. Drills on the prefixes 'ji' and 'po'.

a. Repetition Drill

Ajali mbaya imetokea leo.

kubwa, -ingi, -ingine, tatu.

Tulisoma watoto wamejiumiza.

askari, dreva, mvuvi, mkulima.

Motokaa zetu zilipinduka zilipogongana.

-kubwa, -mbili, -dogo, -ao.

Substitution Drill

yake: Motokaa ----- iligongana na lori.

-etu, -ao, -kubwa.

alimsaidia: Daktari ----- alipojiumiza.

kupa dawa, chukua, tunza.

b. Repetition Drill

Ameokoka maisha ingawa amejiumiza.

kata, choma.

Walijisaidia walipofika.

funga vitambaa, zoeza, funza, ficha.

Dreva amejiumiza vibaya.

Yusufu, Kapteni, askari.

Substitution Drill

dreva: ----- amejiumiza katika ajali.

Koplo, mvuvi, wapelelezi, wanaume.

amejisaidia: ----- ingawa amejiumiza.

tunza, funga kitambaa, ficha.

walipofika: Walijipatia dawa -----.

jificha, jiumiza.

c. Repetition Drill

Nilipoanguka nilijiumiza.

kimbia, toroka, fanya kazi.

Tulijisaidia tulipopata ajali.

kata, umiza, funga vitambaa.

Vioo vilipasuka motokaa zilipoanguka.

pinduka, gongana.

Substitution Drill

nilijisaidia: ----- nilipopata ajali.

umiza, funga kitambaa.

waliposoma: ----- gazeti walifurahi.

pata, nunua, leta.

zilipoanguka: Motokaa ----- abiria waliokoka.

pinduka, gongana.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 43

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wavuvi walijiumiza wapi?
2nd: Walijiumiza mikono na miguu.

rafiki, daktari, Wamasai, ninyi.

b. 1st: Ulimfunga kitambaa alipofika?
2nd: Ndio, nilimsaidia sana.

jiumiza, jikata kidole, rudi.

c. 1st: Askari alimwonya dreva alipomkamata?
2nd: Ndio, alimwonya.

wakulima, vijana, mwivi.

d. 1st: Wewe ulijisaidia ulipojiumiza?
2nd: Nilijipatia dawa.

wavuvi, mkulima, wenyeji.

e. 1st: Walinzi wamejisaidia kwa njia gani?
2nd: Walitumia huduma ya kwanza.

mkulima, mvuvi, daktari, wakili.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wavuvi wamejiumiza vibaya?
Wamejiumiza vibaya sana.

Jemedari, mpelelezi, wanaume, wewe.

b. Mtoto amepata ajali?
Ndio, amejikata kidole.

Hao, mwanamke, kijana, wakulima.

c. Motokaa gani ziligongana?
Motokaa kubwa ziligongana.

-dogo, -pya, -zuri.

d. Tutajificha wapi?
Tutajificha hapa.

-zoeza, funza, saidia.

e. Vioo vilimwumiza Karanja?
Ndio, vilimwumiza vilipopasuka.

wenyeji, wapelelezi, mkulima, wewe.

f. Dreva amejiumiza vilevile?
Amejiumiza kidogo tu.

wanaume, mbwa wengi, askari.

g. Wewe ulimfunga kitambaa alipojiumiza?
Ndio, nilimfunga kitambaa.

ninyi, Kapteni, wakulima, daktari.

h. Ulijificha nyumbani kwa siku ngapi?
Nilijificha nyumbani kwa siku saba.

porini, msituni, kambini.

i. Alifurahi alipopata pesa?
Ndio, alifurahi sana.

lipa, ona, weka.

j. Ulijiona mwenyewe katika kioo?
Ndio, nilijiona mwenyewe.

picha, maji.

k. Waliokoka motokaa ilipoanguka.

ficha, umia, saidia.

1. Tulijiweka tayari kila siku.

Jumapili, jana, usiku.

m. Niliposoma barua nilifurahi.

andika, tuma, pata.

n. Alikunywa chai alipofika.

pika, pata.

o. Tulipopata ajali tulijisaidia.

ruhusa, dawa, maji.

6th PERIOD SITUATIONAL APPLICATION LESSON 43

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Leo nilisoma katika gazeti habari za ajali nyingi. Kwanza habari ya mtoto mmoja. Huyo alijiumiza alipoanguka motoni. Alijichoma vibaya katika mikono na miguu. Watu wachache walimsaidia na walimpeleka hospitali.

Halafu nilisoma juu ya ajali ya motokaa. Motokaa iligongana na lori. Ilipogongana na lori, motokaa ilipinduka. Walikuwa abiria wanne ndani ya motokaa na dreva. Dreva alijiumiza alipojikata kwa kioo. Kioo cha dirisha kilipasuka na vipande vya kioo vilimkata. Abiria walijikata vilevile walipotokea chini ya motokaa. Ingawa waliumia, waliokoka maisha yao. Walifurahi kwa sababu waliokoka. Walijisaidia upesi walipotumia 'Huduma ya Kwanza.' Walitia dawa kwa jeraha. Halafu walifunga majeraha kwa vitambaa kuziba damu. Baadaye motokaa ya wagonjwa iliwapeleka hospitali vilevile.

Step 2. Maswali.

Nilisoma habari gani katika gazeti?
Mtoto alianguka wapi?
Alijiumiza kwa njia gani?

Alijichoma miguu tu?
Watu wachache walimpeleka wapi?

Motokaa iligongana na nini?
Motokaa ilipinduka ilipogongana?
Walikuwa abiria wangapi?
Dreva alijiumiza kwa njia gani?
Kioo cha dirisha kilipasuka?

Abiria walitokea wapi?
Walijikata vilevile au walijichoma?
Waliokoka maisha yao?
Wamejisaidia kwa njia gani?
Walitia nini kwa jeraha?
Motokaa ya wagonjwa iliwapeleka wapi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

The sounds which are different from English have been pretty well covered in the previous lessons and volumes. This does not mean that one should now relax and not pay anymore attention to all aspects of good pronunciation. On the contrary, we strive to perfect our intonation, stress, and pronunciation. This process continues to the end of the course.

There has to be a continuous alertness on the part of both teacher and student, to recognize remaining difficulties in pronunciation. These will vary according to the individual. They will have to be dealt with as they arise.

II. Language Structure

a. To the list of object prefixes which have already been learned, add the invariable object prefix 'ji', referring to 'oneself.' This 'ji' refers back to the subject prefix used in that particular verb construction.

nilijiumiza	(I hurt myself)
ulijiumiza	(you hurt yourself)
alijiumiza	(he hurt himself)
tulijiumiza	(we hurt ourselves)
mlijiumiza	(you hurt yourselves)
walijiumiza	(they hurt themselves)

After adding the 'ji' to the verb stem, one can regard it for all practical purposes as part of the verb stem.

kujifunza (to teach oneself, to study)

b. Another useful prefix is 'po' which follows the tense sign and represents the adverb of time 'when'. It can be used that way only with the three common tenses: NA (present), LI (past), TA (future). Take note, however, that in combination with the future tense,

the TA becomes TAKA.

Anapoandika. (When/while he is writing.)
Aliporudi. (When he came back.)
Atakapokwenda. (When he goes.)

III. Cultural Note

Automobile traffic in East Africa has not reached the proportions that it has in this country. Most of the so called 'highways' or main roads are still earth roads, which become almost impassable during heavy rains. All-weather surfaced roads are few in number.

In a city like Nairobi traffic can become very heavy. Traffic jams occur even on the large 6 lane Princess Elizabeth Way. But out in the open spaces of Africa one can find quite a bit of adventure while motoring. This may be by meeting up unexpectedly with wild animals, - rhinos, elephants, buffalos,or ordinary car trouble out in the blue, causing one to spend the night out in the bush, can be an adventure in itself.

In East Africa, for that matter in all of Africa which at one time has been under British rule, one drives on the left side of the road. This would include all the countries from Egypt, through the Sudan and East Africa, down to South Africa. In the Congo they drive on the right hand side, and so one has to be careful traveling East to West.

SWAHILI BASIC COURSE

LESSON 44

2
3
2

1. EXPRESSION STRUCTURE

a. Phonemes: See note in Lesson 43.

b. Morphemes: Generalization on the use of 'po' with various tenses.

c. Syntax: Nothing new.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Buying clothes.

b. Cultural item: Notes on what people wear.

c. Lexical items:

mshonaji	(tailor)
suti	(suit)
-kuukuu	(old and worn out)
suruali	(pants)
koti	(coat)
tai	(tie; also: eagle)
malidadi	(fancy, ornamental)
kaptula	(shorts; Bermuda shorts)
kofia	(hat)
soksi	(socks)
kanga	(woman's piece of cloth)
rangi	(color)
shanga	(beads)
bangili	(bracelet)
pete	(ring)
kwisha	(finish, be out of)
shati	(shirt)

1st PERIOD PERCEPTION DRILL LESSON 44

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills reinforcing the reflexive particle 'ji'.

a. Kujipatia nguo.
Kujipatia kofia.
Kujipatia shati.
Kujipatia pesa.

b. Alimnunulia kanga.
Alimnunulia bangili.
Alimnunulia shanga.
Alimnunulia pete.

c. Utajinunulia nini?
Nitajinunulia suti.
Utajinunulia viatu?
Nitajinunulia viatu.

d. Alijipatia shati dukani.
Alijipatia tai vilevile.
Alijipatia koti moja.
Alijipatia suruali mbili.

2. Drills using new expressions.

a. Mshonaji anashona nguo.
Mshonaji anapima nguo.
Mshonaji anashona koti.
Mshonaji anashona suruali.

b. Suti ni nguo.
Suti ina koti.
Suti ina suruali.
Suti ina mifuko.

c. Suruali ni ndefu.
Kaptula ni fupi.
Kaptula ni nguo za kazi.
Kaptula inafaa wakati wa joto.

d. Mke wake anavaa shanga.
Mke wake anapenda shanga.
Mke wake anavaa bangili.
Mke wake anavaa pete.

e. Kanga ni nguo.
Kanga ya rangi.
Kanga nyekundu.
Kanga nyeupe.

f. Nguo za rangi.
Rangi nyekundu.
Rangi nyeupe.
Rangi nyeusi.

g. Anavaa soksi nyeupe.
Anavaa soksi na viatu.
Anapenda tai malidadi.
Anapenda kanga malidadi.

h. Suti imekuwa kuukuu.
Anataka suti mpya.
Kofia ni kuukuu pia.
Sasa atanunua kofia mpya.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Jambo, jirani! Unakwenda mjini sasa?
   Ndio, ninatafuta mshonaji hodari.

2. Unataka kujipatia suti mpya?
   Lazima, hii ni kuukuu kabisa.

3. Utajinunulia suruali na koti, sivyo?
   Ndivyo, hata shati nyeupe na tai nalidadi.

4. Lo, nguo hizo zitakupendeza kweli.
   Labda, tena kwa kazi ninahitaji kaptula mbili.

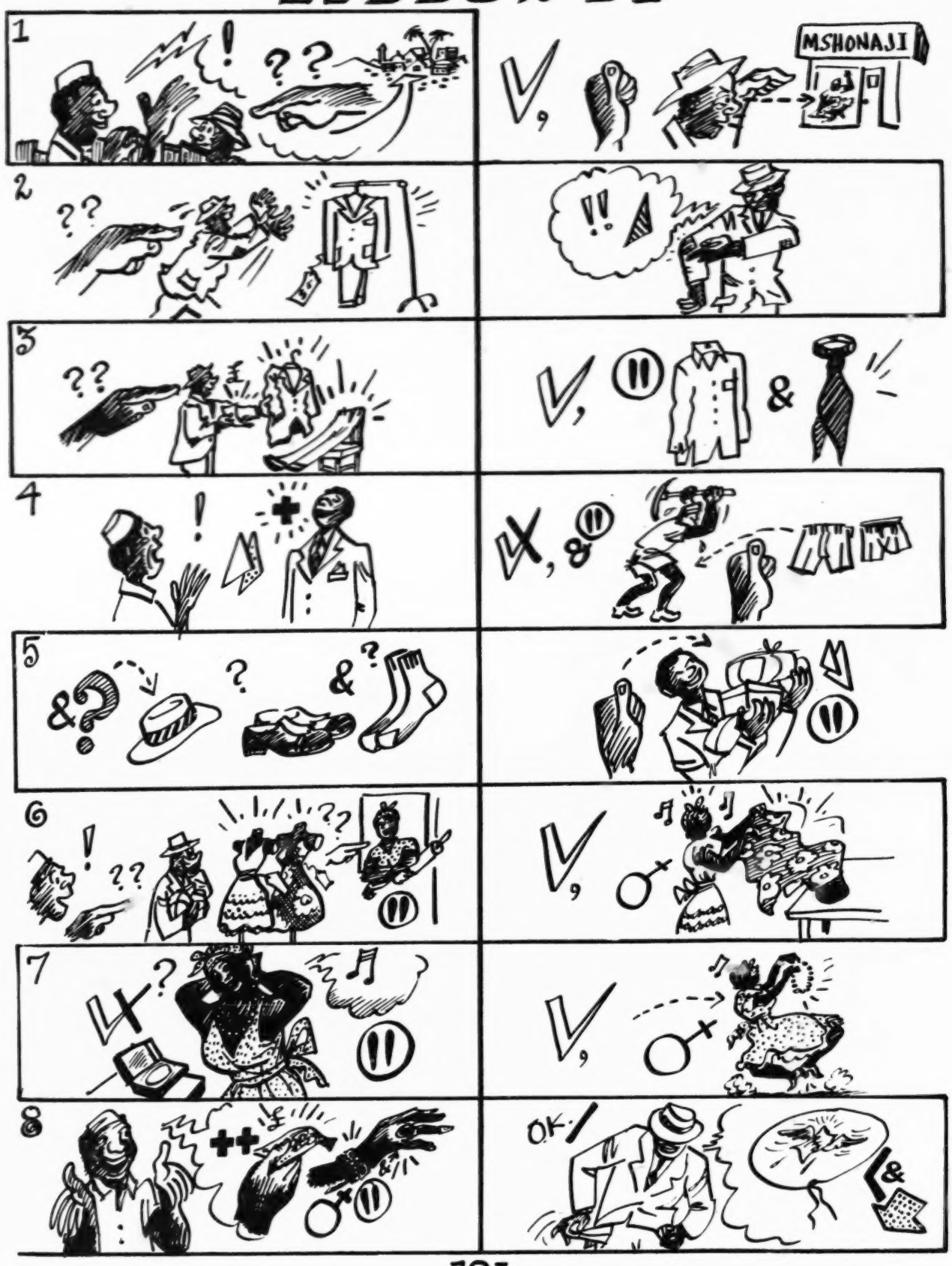
5. Na kofia, hata na viatu na soksi, je?
   Hizo zote nitajipatia vilevile.

6. Je, utampatia mke wako nguo mpya vilevile?
   Ndio, yeye anapenda kanga ya rangi.

7. Labda hata shanga zitampendeza?
   Naam, atakapozipata atafurahi sana.

8. Mnunulie hata bangili na pete, basi.
   Vema, lakini pesa zitakwisha hapo.

LESSON 44



2nd PERIOD ENGLISH DIALOGUE LESSON 44

1. Hello neighbor! Are you going to town now?

   Yes, I'm looking for a capable tailor.

2. Do you want to get yourself a new suit?

   Certainly, this one is completely worn out.

3. You'll buy yourself a pair of pants and a coat, won't you?

   Yes, also a white shirt and a fancy tie.

4. My, those clothes will sure look good on you.

   Perhaps, moreover for work I need 2 pairs of shorts.

5. And what about a hat, even shoes and socks?

   I'll get all those as well.

6. Say, will you get new dresses for your wife too?

   Yes, she likes colored cloths (kanga).

7. Perhaps beads will please her too?

   Yes, when she gets them she'll be very glad.

8. You might buy her a bracelet and a ring also.

   O.K., but all the money will be gone then and there.

3rd PERIOD PATTERN DRILL I LESSON 44

Step 1.

1. Reinforcement drills on the prefix 'po'.

a. Repetition Drill

Nilipopata suti mpya nilifurahi.

nunua, vaa, pokea.

Nilimwona alipofunga tai malidadi.

haribu, ficha, safisha.

Walipohitaji suruali niliwanunulia.

taka, tamani.

Substitution Drill

alipojipatia: Alifurahi ----- koti mpya.

nunulia, tengenezea, shonea.

nilipomwona: Alivaa viatu na soksi -----.

tuma, pokea, kamata.

alipoondoka: Alivaa kofia nyeusi -----.

fika, ingia, safiri.

b. Repetition Drill

Anapokwenda mjini anavaa kanga.

kaa, ondoka, rudi.

Wanapovaa shanga wanafurahi.

pata, nunua.

Anatumia pesa anapokwenda mjini.

kaa, fika, ondoka.

Substitution Drill

anapovaa: ----- kanga anakwenda mjini.

taka, hitaji.

anaponunua: ----- bangili anazivaa.

pata, kuwa na, pokea.

ninapomnunulia: ----- viatu anaviharibu.

patia, letea, pa.

c. Repetition Drill

Atakapompimia suti nitafurahi.

nunulia, patia, letea.

Watakaposafisha suruali wataondoka.

vaa, pokea, pata.

Mtakaposafisha kanga mtazivaa.

kausha, jipatia, tayarisha.

Substitution Drill

nitakapojipatia: Nitafurahi ----- suti.

pata, pokea, nunua.

watakaposafisha: Wataondoka -----suruali.

vaa, pokea, rudisha.

mtakapojishonea: Mtazitumia shati ----- vifungo.

jipatia, jinunulia.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 44

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Utakaponunua kanga nyeupe utafurahi?
2nd: Ndio, nitafurahi nitakapoinunua.

pata, shona, safisha.

b. 1st: Watarudi watakapopata shati hizo?
2nd: La, wataendelea watakapozipata.

uza, peleka, tayarisha.

c. 1st: Mtakapopata pesa mtanunua suti?
2nd: La, tutanunua viatu tutakapopata pesa.

pokea, kuwa na, omba.

d 1st: Walimkamata alipoiba pete?
2nd: Ndio, walimkamata mara moja.

ona, fukuza, acha.

e. 1st: Anapovaa kofia anapendeza?
2nd: Ndio, anapendeza anapovaa kofia.

tumia, mpa.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Ulikwenda wapi ulipofunga mizigo?
Nilipofunga mizigo nilikwenda Kampala.

tayarisha, chukua, pokea.

b. Watacheza saa ngapi kesho?
Sijui watakapocheza.

lala, winda, pumzika.

c. Mnaposoma vitabu vinawapendeza?
Ndio, vinatupendeza tunapovisoma.

andika, tazama, kagua.

d. Alipocheza kinanda walifurahi?
Ndio, walifurahi alipocheza kinanda.

nunua, leta, uza.

e. Nilipokuita ulinisikia?
Ndio, nilikusikia.

rudi, lia, cheka.

f. Utakaposhinda utapata zawadi?
Ndio, nitapata zawadi nitakaposhinda.

faulu, rudi, fika.

g. Wanaporudi nyumbani wanakula nini?
Wanakula nyama wanaporudi nyumbani.

kaa, kuwa, baki.

h. Tutakapofika watatupokea?
Ndio, watatupokea tutakapofika.

rudi, faulu.

i. M1ipojipatia viatu m1ivitumia?
La, tuliviweka katika sanduku.

nunulia, tengenezea.

j. Watoto watakula watakaporudi.

fika, penda, pumzika.

k. Tulipomaliza kazi tulifurahi.

pata, fanya.

1. A1ipotoroka walimfukuza.

iba, 1ia, cheza.

m. Nilipojishonea koti walifurahi.

nunulia, patia.

n. Mtakapojisaidia tutawapendeni.

jiweza, jiweka tayari.

o. Wanaponinunulia viatu ninafurahi.

patia, uzia, 1etea.

6th PERIOD SITUATIONAL APPLICATION LESSON 44

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Jirani wangu ni mtu hodari kwa kazi. Ana nyumba nzuri, na mke wake ni mwema sana. Asubuhi moja nilimkuta jirani huyo njiani. Alikwenda mjini kwa mshonaji kununua suti. Suti yake imekuwa kuukuu sasa, na hivyo alihitaji suti mpya. Alitaka kujipatia suti ya koti moja na suruali mbili. Pamoja na suti alipenda kujinunulia hata kofia, shati nyeupe tatu, tai malidadi, viatu vipya, na soksi. Halafu kwa kazi alitaka kaptula mbili.

Alitaka kumfurahisha mke wake vilevile. Hivyo alisema atamnunulia nguo za kanga, pamoja na shanga malidadi, hata pete na bangili. Haikosi mke wake atafurahi sana na vitu hivyo vyote vitampendeza.

Step 2. Maswali.

Jirani wangu ni mtu hodari?
Jirani ana nyumba ya namna gani?
Mke wake ni mtu wa namna gani?
Nilimkuta wapi jirani?
Alikwenda kununua nini?

Kwa nini alitaka suti mpya?
Alihitaji suti ya suruali ngapi?
Alitaka nguo gani kwa kazi?
Pamoja na suti alitaka shati gani?
Alihitaji viatu na soksi vilevile?

Alitaka kumfurahisha mke wake vilevile?
Alitaka kumnunulia nguo gani?
Zaidi ya hizo alisema atampatia shanga gani?
Na pete na bangili je?
Vitu hivyo vitampendeza?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

Refer to the notes of the previous lesson.

II. Language Structure

This lesson has been in the nature of a review lesson as far as language structure is concerned.

III. Cultural Note

When we speak of African costumes and clothing one must immediately differentiate various groups, either according to stage of civilization, or even religion. The less civilized people living in undeveloped areas may wear only a loin cloth (called: shuka), or a cloth or blanket slung across one shoulder, or nothing at all. The coastal people and Muslims generally wear a long, white garment which goes to the feet; this is called a "kanzu." Then in the cities and more developed areas one sees commonly, shorts and open shirts, or also a suit. Western type clothes take over. The foregoing applies to the men.

The women's apparel will range from beaded loin belts, grass skirts, to the favorite brightly colored square pieces of cloth called "kanga." One such piece is tucked in just over the breasts, and the other may be thrown over the head to hang over the shoulders. In the cities again, Western type dresses will prevail. Bracelets, beads, rings, and anklets (where women walk barefoot) are very popular.

As there are many tribes, as well as different races (African, Arab, Indian and European) the customs and ways of dressing will vary, thus producing many contrasts.

A shy little Chagga
girl in her best dress.

(Tanganyika)

SWAHILI BASIC COURSE

LESSON 45

1. EXPRESSION STRUCTURE

a. Phonemes: Open reinforcement drills, depending on difficulties in pronunciation as they may arise.

b. Morphemes: (i) Reinforcement of the reflexive 'ji' prefix.
(ii) The idiomatic expression 'mwenzangu, etc.' involving contraction.

c. Syntax: Nothing new.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Morning routine.

b. Cultural item: Some aspects of African toilette.

c. Lexical items:

subulkheri	(Good morning)
mwenzangu	(my friend)
amsha	(awaken, wake up)
nyoa	(shave)
udevu, ndevu	(whiskers, beard)
wembe, nyembe	(razor)
sabuni	(soap)
uso	(face)
taulo	(towel)
chanua	(comb, v., to comb)
kichanuo	(comb, n.)
shonea	(sew for someone)
unywele, nywele	(hair)
fundi	(craftsman)
kifungo	(button)
uzi, nyuzi	(thread)
sindano	(needle)
jiweza	(become self-sufficient)
moyo	(heart)
jibu	(reply, answer)

1st PERIOD PERCEPTION DRILL LESSON 45

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills using "mwenzi" with possessive pronouns.

a. Mwenzi mwema.
Mwenzangu mwema.
Mwenzako mwema.
Mwenzake mwema.

b. Alimsalimia mwenzake.
Alimsaidia mwenzake.
Alimpa mwenzake.
Alimwona mwenzake.

c. Mwenzetu ananawa.
Mwenzetu anashona.
Mwenzetu alijiweza.
Mwenzetu alimpa moyo.

d. Mwenzangu aliamka mapema.
Mwenzangu alinawa kwa maji.
Mwenzangu alitumia sabuni.
Mwenzangu alinyoa ndevu.

2. Drills on the use of new expressions.

a. Subulkheri, mwenzangu.
Subulkheri, rafiki.
Subulkheri, mwalimu.
Subulkheri, Ali.

b. Mke wake alimwamsha.
Mke wake alimpa chai.
Mke wake alimpatia vifungo.
Mke wake alimpa uzi.

c. Alijishonea nguo.
Alijishonea vifungo.
Alishona kwa uzi.
Alitumia sindano.

d. Mshonaji ni fundi.
Fundi wa kushona.
Fundi wa motokaa.
Fundi wa kujenga.

e. Wembe mkali.
Alinyoa kwa wembe.
Alinyoa ndevu.
Alinyoa nywele.

f. Kichanuo cha kienyeji.
Kichanuo cha kizungu.
Anachanua nywele.
Anachanua kwa kichanuo.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Subulkheri, mwenzangu! Habari za asubuhi?
   Njema, asante. Niliamka mapema leo.

2. Uliamka saa ngapi leo asubuhi?
   Mke wangu aliniamsha saa kumi na mbili.

3. Baada ya kuamka ulifanyaje?
   Nilienda kunawa na kunyoa ndevu.

4. Ulitumia wembe mkali na sabuni nzuri?
   Ndio, na halafu nilikausha uso kwa taulo.

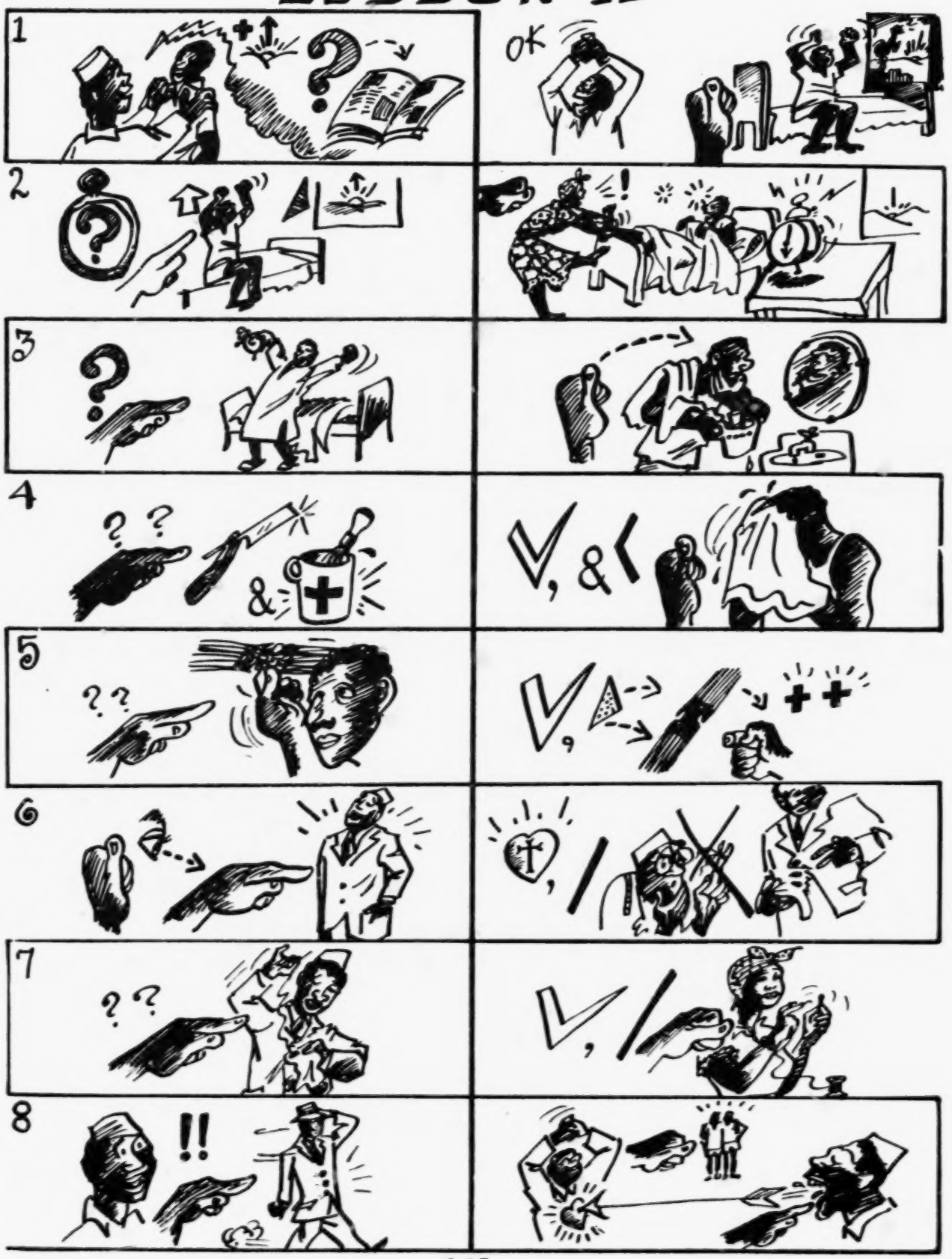
5. Ulichanua nywele kwa kichanuo cha kienyeji?
   Ndio, hicho kinanifaa sana.

6. Ninaona umevaa suti yako mpya leo.
   Kweli, lakini fundi alisahau vifungo viwili.

7. Ulijishonea vifungo hivyo mwenyewe?
   Ndio, ila mke wangu alinisaidia kwa uzi na sindano.

8. Kweli, umejiweza na unaendelea vizuri.
   Asante, mwenzangu. Neno lako limenipa moyo.

LESSON 45



2nd PERIOD ENGLISH DIALOGUE LESSON 45

1. Good morning, my friend! What's the news?

   O.K., thanks. I got up early today.

2. What time did you get up this morning?

   My wife woke me up at six o'clock.

3. What did you do after getting up?

   I went to wash and to shave.

4. Did you use a sharp razor and good soap?

   Yes, and then I dried my face with a towel.

5. You combed your hair with a native type comb?

   Yes, that kind suits me well.

6. I see that you are wearing your new suit today.

   True, but the tailor forgot two buttons.

7. Did you sew them on by yourself?

   Yes, except that my wife helped me with thread and needle.

8. For sure, you are managing and progressing nicely.

   Thanks, my friend. Your word gives me heart.

Step 1.

1. Drills on "mwenzi" and the possessive adjectives.

a. Repetition Drill

Mwenzangu aliamka mapema.

mwenzake, mwenzako, mwenzetu.

Mwenzetu ananyoa ndevu kila asubuhi.

mwenzenu, mwenzao, mwenzangu.

Wenzao wanachanua nywele sasa.

wenzangu, wenzenu, wenzake.

Substitution Drill

wenzangu: Niliwapatia ----- vifungo.

wenzake, wenzenu, wenzao.

mwenzetu: ----- anahitaji uzi na sindano.

mwenzako, mwenzangu, mwenzake.

wenzao:- Askari waliwapa moyo -----.

wenzetu, wenzangu, wenzenu.

2. Drills on telling time.

a. Repetition Drill

Vijana walirudi mapema.

jioni, jana, usiku.

Alichanua nywele saa mbili usiku.

tano, sita, tatu.

Waliniamsha saa moja asubuhi.

mbili, kumi na moja, tatu.

Substitution Drill

usiku: Walinyoa ndevu -----.

mapema, jioni, asubuhi.

kumi: Nilijishonea vifungo saa ----- asubuhi.

kumi na mbili, kumi na moja, mbili.

nne: Ataleta uzi na sindano saa ----- usiku.

tano, sita, tatu.

3. Reinforcement drills on 'ji' prefix.

a. Repetition Drill

Mwenzangu alijishonea vifungo.

patia, nunulia.

Tulijisaidia baada ya ajali.

funga vitambaa, tunza.

Mtoto atajitayarisha mwenyewe.

tunza, ongoza, safirisha.

Substitution Drill

watajinunulia: Wenzetu ----- sabuni.

patia, tengenezea.

wanajitayarisha: Wazee ----- wenyewe.

tunza, onyesha, safirisha.

alijisaidia: Mwenzake ----- baada ya ajali.

funga kitambaa, tunza.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 45

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Utaniamsha saa ngapi?
2nd: Nitakuamsha saa kumi na mbili.

fundisha, safirisha, saidia.

b. 1st: Alinunua nini mjini?
2nd: Alinunua wembe na vichanuo.

pata, peleka, uza.

c. 1st: Utampatia fundi vitu gani?
2nd: Nitampatia uzi na sindano.

letea, nunulia, pa.

d. 1st: Utanyoa ndevu asubuhi?
2nd: Ndio, nitanyoa ndevu asubuhi.

jioni, mapema, kesho.

e. 1st: Unatafuta nini sasa?
2nd: Ninatafuta taulo ya kukausha uso.

taka, nunua.

5th PERIOD RECOMBINATION DRILL LESSON 45

Note: If facilities are available this period can be scheduled for a language lab session.

a. Watu wangapi walishinda?
Watu ishirini walishinda.

faulu, ingia, toroka.

b. Ulipomwamsha alikuambiaje?
Aliniambia habari za ajali.

uliza, ita.

c. Atakaporudi atakaa hapa?
Ndio, atakaa hapa atakaporudi.

faulu, shinda.

d. Walikushonea shati ngapi?
Walinishonea shati mbili.

nunulia, patia, uzia.

e. Ali atanieleza habari yote?
Ndio, atakueleza.

ambia, patia, letea.

f. Utachanua nywele zako kesho?
La, nitachanua nywele zangu leo.

safisha, kausha, kata.

g. Alipowasaidia walifurahi?
Walifurahi sana alipowasaidia.

eleza, tuma, fundisha.

h. Utafanyaje utakapoamka?
Nitakapoamka nitanyoa ndevu.

rudi, fika, pumzika.

i. Walizimisha sigara walipokuona?
Ndio, walizimisha sigara waliponiona.

ita, kamata, tisha.

j. Tulieneza habari popote.

Kiswahili, eletiristi.

k. Nitawasaidia kwa uzi na sindano.

Viberiti, nguo.

1. Nilipokuona nilikutambua.

ita, fuata, ogopa.

m. Alipowatazama walianza kukimbia.

kutoroka, ondoka, fanya haraka.

n. Utakapohitaji vitabu nitakununulia.

wembe, sindano, taulo.

o. Mwalimu alijisaidia alipofika hapa.

pa moyo, tunza.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Ali alisema na mwenzake. Mwenzake alimsalimia: "Subulkheri, mwenzangu! Je, habari za asubuhi?" Ali alimjibu: "Njema, asante. Niliamka mapema leo."

Mke wa Ali alimwamsha saa kumi na mbili. Halafu Ali aliamka upesi na alikwenda kunawa. Alitumia wembe mkali na sabuni nzuri wakati aliponyoa ndevu zake. Alijikausha kwa taulo safi. Baadaye alichanua nywele kwa kichanuo cha kienyeji. Hicho kinamfaa sana na anapenda kukitumia.

Baada ya kunawa Ali alivaa suti yake mpya. Lakini, kumbe, fundi alisahau vifungo viwili katika suruali. Mke wake alimpatia vifungo, uzi, na sindano. Halafu Ali alijishonea vifungo mwenyewe. Mwenzake aliposikia hivi alimwambia kwamba amejiweza sasa, na alimpa moyo kwa neno lake.

Step 2. Maswali.

Ali aliamka asubuhi sana?
Nani alimwamsha?

Alimwamsha saa ngapi?
Ali alifanya nini alipoamka?
Alinyoa ndevu na nini?

Aliponawa alitumia sabuni?
Alijikausha kwa njia gani?
Alitumia nini kujichanua?
Kichanuo cha kienyeji kilimpendeza?
Baada ya kunawa alivaa nini?

Fundi alisahau nini?
Mke wake alimpatia nini?
Ali aliweza kujishonea vifungo mwenyewe?
Mwenzake alimwambia nini aliposikia hivi?
Nani alimp Ali moyo?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

Open reinforcement drills, depending on difficulties in pronunciation as they may arise.

II. Language Structure

a. This lesson has been in the nature of a review lesson as far as language structure is concerned. Reinforcement of the 'ji' prefix.

b. Take note, however, of common idiomatic expression. This involves the contraction of two words into one, namely: mwenzi (friend) plus the possessive pronouns: -angu, -ako, etc.

Singular form

mwenzi wangu	>	mwenzangu	(my pal)
mwenzi wako	>	mwenzako	(your pal)
mwenzi wake	>	mwenzake	(his pal)
mwenzi wetu	>	mwenzetu	(our pal)
mwenzi wenu	>	mwenzenu	(your pal) pl.
mwenzi wao	>	mwenzao	(their pal)

Plural form

wenzi wangu	>	wenzangu	(my pals)
wenzi wako	>	wenzako	(your pals)
wenzi wake	>	wenzake	(his pals)
wenzi wetu	>	wenzetu	(our pals)
wenzi wenu	>	wenzenu	(your pals) pl.
wenzi wao	>	wenzao	(their pals)

III. Cultural Note

African men and women are conscious of their appearance like anyone else. In the past it was not so much the matter of clothes (for many didn't wear any) as of the hairdo, tatoo marks on the body, and perhaps rings and some such ornaments. The hair is plaited in special ways, plastered with red clay mixtures, and so they would keep

their hairdo in shape for a long while. If you study various pictures of the Masai hair make-ups, you will find an interesting variety.

With the advent of soap, oils, cremes, lotions, the more modern African will try out many of these, especially the women.

Most Africans have a specially carved wooden comb which they use, and often also wear. Parts of it may have ornamental carvings.

SWAHILI BASIC COURSE

LESSON 46

TIKITI
TICKETS
Ziwa Viktoria
MALARIA
BOAS

1. EXPRESSION STRUCTURE

   a. Phonemes: Open reinforcement drills, depending on difficulties in pronunciation as they may arise.

   b. Morphemes: The conditional tense with NGE as the tense prefix.

   c. Syntax: The conditional has the same word order as in English.

2. CONTENT STRUCTURE

   a. Situational setting: (i) Classroom activities.
      (ii) A traveler talks about Malaria.

   b. Cultural item: The extent of Malaria in East Africa.

   c. Lexical items:

pona	(get well, recover)
afisi	(office)
elezea	(explain to someone)
letwa	(carried, brought)
mbu	(mosquitoes)
itwa	(called)
jilinda	(protect oneself)
chandalua	(mosquito net)
chokoza	(bother, annoy)
fyonza	(suck)
patikana	(available, found)
uma	(bite)
umwa	(be bitten)
kataa	(refuse)
kubali	(agree)

1st PERIOD PERCEPTION DRILL LESSON 46

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills with new words.

a. Tangu jana.
Tangu tulipofika.
Afisi ya mwalimu.
Afisi hii ni yangu.

b. Alimwelezea habari.
Alituelezea kila kitu.
Mgonjwa aliletwa jana.
Chakula kililetwa upesi.

c. Mbu anauma watu.
Mbu anafyonza damu.
Mbu analeta malaria.
Mbu anatuchokoza usiku.

d. Anajilinda kwa silaha.
Anajilinda kwa bunduki.
Anajilinda kwa chandalua.
Anajilinda sana.

2. Drills using the NGE (conditional) tense.

a. Ningepona.
Ningependa.
Ningepata.
Ningejilinda.

b. Ningepona upesi.
Ningependa chakula.
Ningepata pesa.
Ningejilinda vizuri.

c. Kama ningepona, ningefurahi.
Kama ningependa, ningemwambia.
Kama ningepata, ningempa.
Kama ningejilinda, ningekaa salama.

d. Ungeitwa.
Ungeumwa.
Ungekubali.
Ungekataa.

e. Ungeitwa mara moja.
Ungeumwa na mbu.
Ungekubali basi.
Ungekataa halafu.

f. Kama ungeitwa, ungeenda.
Kama ungeumwa, ungelia.
Kama ungekubali, ungemwelezea.
Kama ungekataa, ungewachokoza.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Ulipata ugonjwa ulipokuwa safarini Uganda?
   Ndio, nilipata homa ya malaria.

2. Tangu uliporudi umepona kabisa?
   Bado, ningependa kuonana na daktari hodari.

3. Ungempata wapi daktari hodari?
   Ningemtafuta mjini katika afisi fulani.

4. Ungeweza kunielezea jinsi malaria inaenezwa?
   Ugonjwa huo unaletwa na mbu.

5. Ni mbu wote, au aina fulani tu?
   Ni aina fulani, inaitwa 'anofeles.'

6. Ungejilinda kwa njia gani kule Afrika?
   Usiku ningetumia chandalua ninapolala.

7. Mbu wanachokoza watu wakati wa usiku?
   Hasa usiku, na wanaeneza malaria wanapofyonza damu.

8. Mbu hawa wanapatikana popote Afrika?
   Karibu popote, na wanaenezwa hata kwa eropleni.

LESSON 46

1. Did you get sick while traveling in Uganda?

   Yes, I got malarial fever.

2. Did you recover completely since you returned?

   Not yet, I'd like to see a capable doctor.

3. Where would you find a capable doctor?

   I'd look for him in a certain office down town.

4. Could you explain to me how malaria is spread?

   That sickness is carried by mosquitoes.

5. By all mosquitoes, or just a certain type?

   By a certain type, it's called the 'anopheles.'

6. How would you protect yourself in Africa?

   At night I'd use a mosquito net while sleeping.

7. Do mosquitoes bother people at night?

   Especially at night, they spread malaria while sucking blood.

8. Are these mosquitoes found all over Africa?

   Almost everywhere, they are spread even by airplanes.

Step 1.

1. Drills on the prefix 'NGE' of the conditional tense.

a. Repetition Drill

Kama ningepona ningefurahi.

ondoka, cheza ngoma, toroka.

Kama ningemwona ningemwambia.

elezea, chokoza, uliza.

Kama wangewaua mbu wangekaa salama.

kuwa, lala, safiri.

Substitution Drill

angepona: Kama angekunywa dawa -----.

furahi, lala, pumzika.

wangetupiga: Kama tungewachokoza -----.

fukuza, shambulia, umiza.

ungelala: Kama ungewaua mbu -----.

pumzika, furahi.

b. Repetition Drill

Ungepata ugonjwa ungelala.

umia, pumzika, kufa.

Ningetumia chandalua ningejilinda.

nunua, pata, kuwa na.

Ungenielezea habari za mbu ningekusaidia.

ambia, letea, fundisha.

Substitution Drill

angekufa: Angepata homa ya malaria -----.

lala, umia.

tungetoroka: Tungeumwa na mbu -----.

ogopa, ondoka, hama.

mngesafiri: ----- Uganda mngeumwa na mbu.

kwenda, kaa.

2. Reinforcement drills on 'po' and 'ji' prefixes.

a. Repetition Drill

Walipokunywa dawa walipona.

ondoka, safiri, faulu.

Nilipojilinda kwa chandalua nilipumzika.

lala, furahi.

Anapopata homa anajinunulia dawa.

patia.

Substitution Drill

kujisaidia: Tulipopona tuliweza ----- wenyewe.

jilinda, lisha.

walipona: Walipojilinda ----- kabisa.

faulu, pumzika.

walikuwa: Walipotumia chandalua ----- salama.

kaa, lala, pumzika.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 46

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Ulionana na daktari uliporudi?
2nd: La, nitaonana na daktari kesho.

fika, safiri, pumzika.

b. 1st: Wangejilinda kwa njia gani?
2nd: Wangetumia chandalua wangejilinda.

pata, nunua, leta.

c. 1st: Ungeweza kunielezea habari?
2nd: Ndio, ningeweza kukuelezea habari.

kubali, kataa, jaribu.

d. 1st: Kama wangeingia katika afisi wangemwona?
2nd: Ndio, wangeingia wangemwona.

kwenda, fika, ngoja.

e. 1st: Kama tungewachokoza wangetushambulia?
2nd: La, wangetoroka kama tungewachokoza.

ita, ona, fuata.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Ulipata homa ya malaria Uganda?
La, nilikuwa mzima kabisa.

safarini, Nairobi, Afrika.

b. Kama ungetumia dawa ungepona?
Ndio, ningetumia dawa ningepona.

pata, kunywa.

c. Walipokuona ulifanya nini?
Waliponiona nilitoroka.

ita, piga, chokoza.

d. Mnapowafundisha vijana wanafurahi?
Ndio, wanafurahi wote.

saidia, pendeza, linda.

e. Ungetaka kunywa chai sasa?
La, ningetaka kunawa kwanza.

soma, pumzika, lala.

f. Kama wangesafiri leo wangefurahi?
Ndio, wangefurahi sana.

ondoka, shindana, abudu.

g. Kama angekwenda Uganda angefanya nini?
Angekwenda Uganda angefundisha Kiswahili.

rudi, kaa.

h. Kama mngewaelezea habari wangeondoka?
La, wangengoja mpaka kesho.

pa, ambia, letea.

i. Kama mvua ingenyesha leo ungekwenda mjini?
La, ningekaa hapa.

rudi, safiri.

j. Tulipowasafirisha walifika mapema.

ongoza, saidia, tuma.

k. Tungemjua tungemsikiliza.

uliza, taja, ruhusu.

l. Angepona angerudi skuli.

kwenda.

m. Walipokamata samaki waliwatunza.

kula, ua, safisha.

n. Niliposhinda nilipata zawadi.

faulu, rudi, fika.

o. Mngejisaidia mngefaulu.

weza, weka tayari.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Niliposafiri katika nchi ya Uganda nilifurahi kuona jinsi Uganda ni nchi ya kupendeza. Niliona wanyama wengi wa kila aina. Ziwa kubwa la Viktoria, mito na misitu mikubwa, yote ilipendeza. Lakini nilipata shida sababu ya homa ya malaria. Ugonjwa huo unaenezwa na mbu wa aina ya 'anofeles.' Mbu wanapomwuma mtu na kufyonza damu yake wanaeneza ugonjwa wa malaria.

Mbu wanachokoza zaidi usiku. Kwa hivyo inafaa kujilinda kwa kutumia chandalua. Nilifungia chandalua juu ya kitanda nilipolala. Nilipopata homa daktari alinipa dawa. Lakini hata sasa bado ninapata homa mara kwa mara. Kwa hivyo nitakwenda mjini kutafuta daktari hodari. Labda ataweza kunisaidia.

Homa ya malaria imeenezwa katika sehemu kubwa ya Afrika. Mbu wanapenda kukaa karibu na maji. Wanazaa majini.

Step 2. Maswali.

Nilisafiri wapi?
Niliona nini kule Uganda?
Nilipata shida gani?
Malaria inaenezwa kwa njia gani?
Mbu wa aina gani wanaeneza malaria?

Mbu wanachokoza lini hasa?
Chandalua itaweza kusaidia?
Nilifungia wapi chandalua?
Daktari alinipa nini nilipopata homa?
Hata sasa bado ninapata homa?

Nitakwenda kutafuta nini mjini?
Daktari hodari angeweza kunisaidia?
Malaria imeenezwa wapi?
Mbu wanapenda kukaa wapi?
Mbu wanazaa wapi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

Attention may be drawn to the endings: -twa, -mwa, as in: letwa, itwa, umwa. Compare these with: leta, ita, uma.

II. Language Structure

The Present Conditional Tense is indicated by the tense sign: NGE, which appears as a prefix in the verb construction.

ni u a tu m wa	NGE	pona eleza jilinda chokoza fyonza kubali

ningepona	I would get well
ungeeleza	you would explain
angejilinda	he would guard himself
tungechokoza	we would annoy
mngefyonza	you (pl.) would suck
wangekubali	they would agree

As a rule two verbs with the NGE tense follow each other, making one action conditional or contingent upon the other.

Thus: Angenipa pesa, ningefurahi.
(If he would give me money, I'd be glad.)

The first condition is often preceded by the word 'kama,' meaning 'if.' It can be omitted when understood, as in the case above.

Thus: Kama angenipa pesa, ningefurahi.
(If he would give me money, I'd be glad.)

Note from the above examples that the word order (syntax) approximates the English word order in such cases.

III. Cultural Note

The debilitating effect of malaria upon the peoples of Africa is very considerable. Malaria is very wide spread, and the transmitter is the Anopheles mosquito. This particular mosquito can be differentiated from others in that when it sucks it just about 'stands on its head' or proboscis, and the feet dangle in the air. One can recognize this creature by that characteristic.

As the mosquito sucks blood from a person who has malaria, it sucks up the malaria parasites, and when it bites another person (perhaps one who has no malaria) the parasites are re-circulated into the blood stream of this person.

Various drugs are available for both prophylaxis and treatment, such as: quinine, atabrin, mepacrin, aralen, etc. Some of these should be taken cautiously under a physicians care, as there may be serious complications. A few people seem to be immune to malaria, but most of them are not. A gradual partial immunity can be built up. It is unfortunate that the scourge of malaria should be one of the drawbacks of living in the tropics, but with precautions taken, this matter can be kept under control.

Since the mosquito breeds in still pools of water, breeding places can be eliminated by not allowing rain water to stand in empty tin cans, drains, pools, etc. Some such pools, especially if they are larger, can be sprayed with oil. As these mosquitoes fly by night, the mosquito proofing of homes and using mosquito nets over beds while sleeping is important.

SWAHILI BASIC COURSE

LESSON 47

LESSON 47

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1. EXPRESSION STRUCTURE

   a. Phonemes: Open reinforcement drills, depending on difficulties in pronunciation as they may arise.

   b. Morphemes: Generalization of the conditional tense.

   c. Syntax: Nothing new.

2. CONTENT STRUCTURE

   a. Situational setting: (i) Classroom activities.
      (ii) Preparation for travel to Kenya.

   b. Cultural item: Travel requirements.

   c. Lexical items:

ujao	(next, coming)
afya	(health)
chanja	(vaccinate)
ndui	(smallpox)
pigwa sindano	(get an injection; shot)
taifodi	(typhoid)
yelo-fiva	(yellow fever)
shaka	(fear, doubt, worry)
kumbuka	(remember)
mambo	(matters)
usafi	(cleanliness)
chemsha	(boil, v.)
chemchemi	(spring of water)
mboga	(vegetables)
uchafu	(filth, dirt)

1st PERIOD PERCEPTION DRILL LESSON 47

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Introducing new expressions.

a. Mwezi ujao.
Mwaka ujao.
Wakati ujao.
Siku zijazo.

b. Nina shaka.
Bila shaka.
Kuna mashaka?
Hakuna mashaka.

c. Tumesikia mambo.
Mambo gani haya?
Ni mambo mazuri.
Haya ni mambo mabaya.

d. Ndui ni ugonjwa.
Malaria ni ugonjwa.
Taifodi ni ugonjwa.
Yelo-fiva ni ugonjwa.

e. Amepigwa sindano.
Amepigwa sindano kwa ajili ya taifodi.
Amepigwa sindano kwa ajili ya yelo-fiva.
Amepigwa sindano mara tatu.

f. Ndui ni ugonjwa mbaya.
Alichanjwa kwa ajili ya ndui.
Alichanjwa mara mbili sasa.
Kuchanjwa ni kujilinda.

g. Huyu ana afya nzuri.
Afya yake ni nzuri.
Anafundisha habari za afya.
Afya ni kitu cha maana.

h. Amekumbuka kila kitu.
Amekumbuka mambo yote.
Wamekumbuka kuchemsha maji.
Wamekumbuka kutunza usafi.

i. Haya ni maji ya chemchemi.
Maji ya chemchemi ni safi sana.
Heri kusafisha mboga kwa maji.
Uchafu unaleta ugonjwa.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD SWAHILI DIALOGUE LESSON 47

1. Ningependa kusafiri Kenya mwezi ujao.
   Vizuri, sasa ungejitayarisha kwa safari.

2. Kuna mahitaji gani upande wa afya.
   Ni lazima kuchanjwa kwa ndui.

3. Hapo tu, au ningepigwa sindano vilevile?
   Ungepigwa sindano kwa taifodi na yelo-fiva.

4. Ni lazima kuchukua dawa nyingi pamoja?
   La, kule Afrika dawa ya kila aina itapatikana.

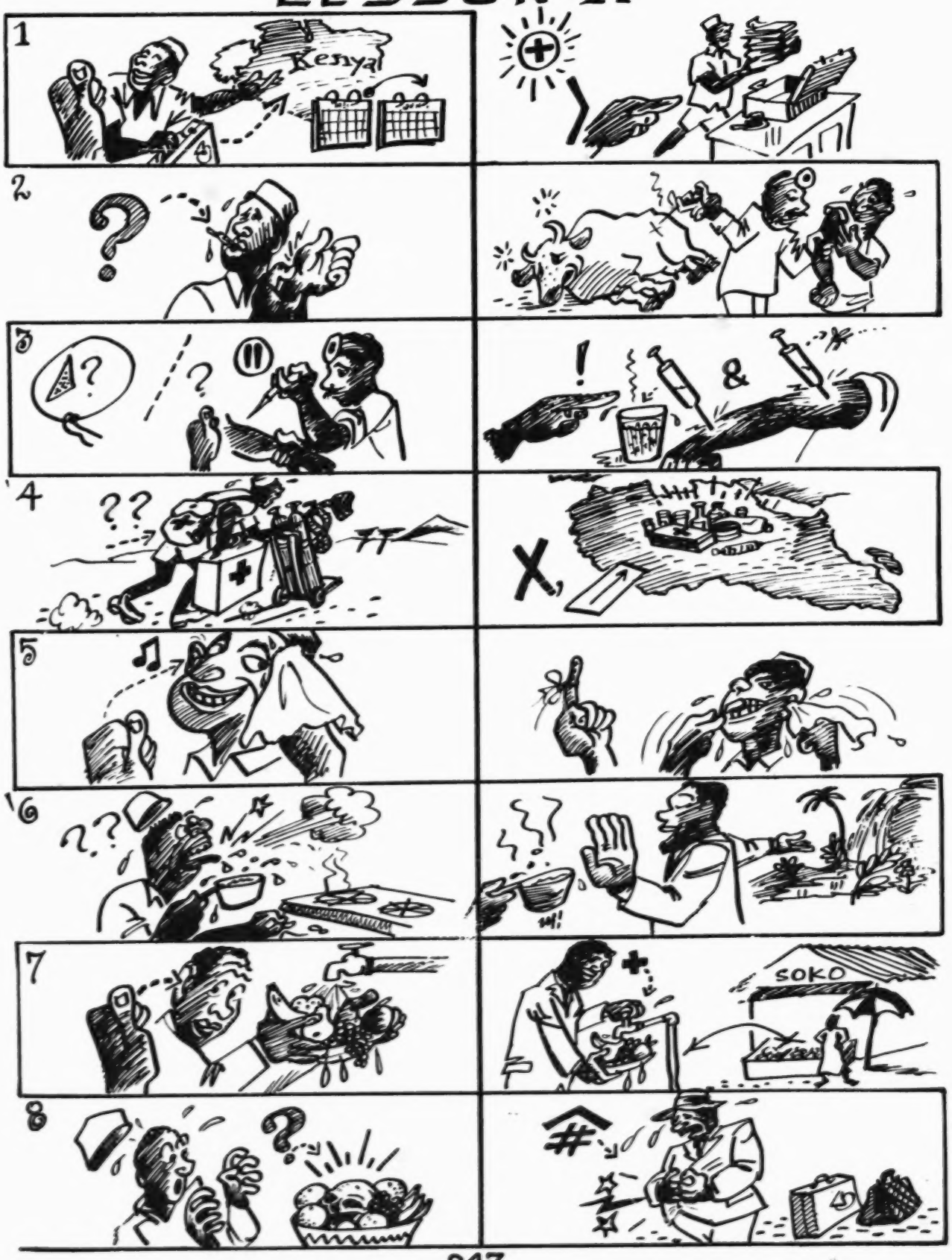
5. Nimefurahi kusikia hivyo, nilikuwa na shaka.
   Kitu kingine, kumbuka mambo ya usafi.

6. Ni lazima kuchemsha maji ya kunywa?
   Kama ni maji safi ya chemchemi, si lazima.

7. Nimesikia ni heri kusafisha mboga na matunda.
   Ni heri kusafisha yale ya sokoni.

8. Kuna hatari gani?
   Wageni wengi wanapata magonjwa ya tumbo.

LESSON 47



1. I'd like to travel to Kenya next month.

   Fine, now you should get yourself ready for the journey.

2. What are the health requirements?

   It is necessary to be vaccinated against smallpox.

3. Is that all, or should I get some shots too?

   You should get shots against typhoid and yellow fever.

4. Is it necessary to take medical supplies along?

   No, in Africa all sorts of medicines are available.

5. I'm glad to hear that, I was worried.

   Another thing, remember matters of cleanliness.

6. Is it necessary to boil the drinking water?

   If it's clean spring water, it is not necessary.

7. I heard it's better to wash the vegetables and fruit.

   It's good to wash those from the market.

8. What danger is there?

   Many visitors get stomach (internal) diseases.

Step 1.

1. Reinforcement drills on the prefix 'NGE' of the conditional tense.

a. Repetition Drill

Ningetaka kuchanjwa kwa ndui.

penda, furahi.

Kama wangesafiri mwezi ujao wangefaulu.

shinda, fika salama.

Kama ungepigwa sindano ungeokoka.

pona, kufa.

Substitution Drill

angesafiri: ----- sasa angefika mapema.

ondoka, anza, safari.

ningenunua: ----- mboga ningezisafisha kwanza.

kula, pika, weka.

mngesafiri: Kama ----- mngechanjwa kwa ndui.

penda, taka, pata ugonjwa.

b. Repetition Drill

Wanasema wangenipa kila aina ya dawa.

nunulia, uzia, patia.

Kama ungechemsha maji tungetayarisha chai.

leta, kuwa na, pata.

Kama ningekumbuka ningekueleza.

ambia, tuma, chanja.

Substitution Drill

wangenipa: Kama ----- dawa ya malaria ningefurahi.

nunulia, letea, uzia.

tungepata: Kama angechemsha maji ----- chai.

tengeneza, kunywa, tayarisha.

wangekukumbuka: Kama ----- wangekuandikia barua.

jua, penda.

c. Repetition Drill

Ugonjwa wa ndui ungewaua wote.

haribu, umiza, tisha.

Ingefaa kukumbuka mambo hayo.

tosha, saidia.

Kama ningewachanja wangekuwa na afya nzuri.

piga sindano, -pa dawa, lisha.

Substitution Drill

tungeinunua: Kama dawa ingepatikana -----.

tumia, chukua, tuma.

ningekusaidia: Ungenijulisha -----.

elezea, patia, piga sindano.

wangeondoka: Mngewachanja -----.

safiri, umia, pona.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 47

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wangenipa dawa ya homa kule?
2nd: Ndio, wangekupa kila aina ya dawa.

uzia, patia, nunulia.

b. 1st: Tungechanjwa kabla ya kuondoka?
2nd: Ndio, mngechanjwa wote.

onekana, lala, pumzika.

c. 1st: Ulipigwa sindano ulipofika huko?
2nd: La, nilikataa kupigwa sindano nilipofika.

rudi, ingia, kwenda.

d. 1st: Aliponunua mboga alizisafisha?
2nd: Ndio, alizisafisha zote.

leta, tayarisha.

e. 1st: Unapopata dawa unaitumia?
2nd: Ninapopata dawa ninaitumia.

nunua, tengeneza.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Ulipopigwa sindano <u>ulipona</u>?
Nilipopigwa sindano nilipona.

umia, lala.

b. <u>Tungechukua</u> dawa ingetusaidia?
Ndio, ingetusaidia sana.

nunua, leta, kunywa.

c. <u>Ungekunywa</u> maji ungepata ugonjwa gani?
Ningepata ugonjwa wa taifodi.

tumia, jipatia.

d. Ulifurahi <u>ulipokula</u> matunda?
Nilipokula matunda nilifurahi.

pata, nunua, uza.

e. <u>Waliposikia</u> hivyo walifanyaje?
Waliposikia hivyo walitoroka.

sema, jua, ona.

f. Angetaka <u>kusafiri</u> kesho?
La, angetaka kusafiri leo.

ondoka, fundisha, winda.

g. Mlipata ajali <u>mliposafiri</u>?
Ndio, tulipata ajali tuliposafiri.

lala, kimbia, ingia.

h. Walipofunga mizigo waliondoka?
Walipofunga mizigo waliondoka.

panga, weka, pata.

i. Watoto wanalala wanapopumzika?
Ndio, wanalala wanapopumzika.

rudi, penda.

j. Wangemwona angetoroka.

simama, kimbia, piga kelele.

k. Ungecheza ungeshinda.

faulu, burudika, pata zawadi.

l. Nilipokazana nilifaulu.

fanya haraka, shindana, jaribu.

m. Wanapofika wanapumzika hapa.

ingia, penda, winda.

n. Tuliondoka walipofika.

cheza, anza, pata zawadi.

o. Ningekufuata tungepotea.

sikiliza, ongoza, ruhusu.

6th PERIOD SITUATIONAL APPLICATION LESSON 47

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Kama ungependa kusafiri nchi ya mbali, kama Kenya, inafaa kujitayarisha. Kwa upande wa afya ni lazima kuchanjwa kwa ndui. Halafu ni heri kupigwa sindano vilevile kwa sababu ya taifodi, hata yelo fiva.

Ndui ni ugonjwa mbaya sana na watu wanaweza kufa upesi. Hata taifodi na yelo fiva ni mabaya sana. Kwa hivyo ni akili kujilinda.

Si lazima kuchukua dawa nyingi kama ungependa kusafiri Kenya. Dawa za aina nyingi zinapatikana kule. Katika miji mikubwa kama Nairobi kuna madaktari wengi na hospitali nzuri.

Utakapofika Afrika ya Mashariki kumbuka kuchemsha maji ya kunywa. Maji ya chemchemi ni safi na si lazima kuchemsha. Ni heri kusafisha mboga na matunda vilevile. Wageni wanaweza kupata magonjwa rahisi, kwa hivyo inafaa kujilinda sana.

Step 2. Maswali.

Ungependa kusafiri Kenya?
Ungejitayarisha kwa njia gani?
Ungechanjwa kwa ugonjwa gani?
Ungepigwa sindano kwa ugonjwa gani?
Ndui ni ugonjwa mbaya sana?

Watu wanaweza kufa kwa ndui?
Na kwa taifodi na yelo fiva, je?
Kule Afrika ya Mashariki kuna dawa?
Madaktari watapatikana wapi?
Kuna hospitali kule Nairobi?

Inafaa kuchemsha maji kule?
Ungechemsha maji ya kunawa?
Maji gani ni safi?
Ni heri kusafisha nini tena?
Wageni wanapata magonjwa upesi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

Watch the pronunciation of the words:- chanja, chanjwa, chemsha, chemchemi.

II. Language Structure

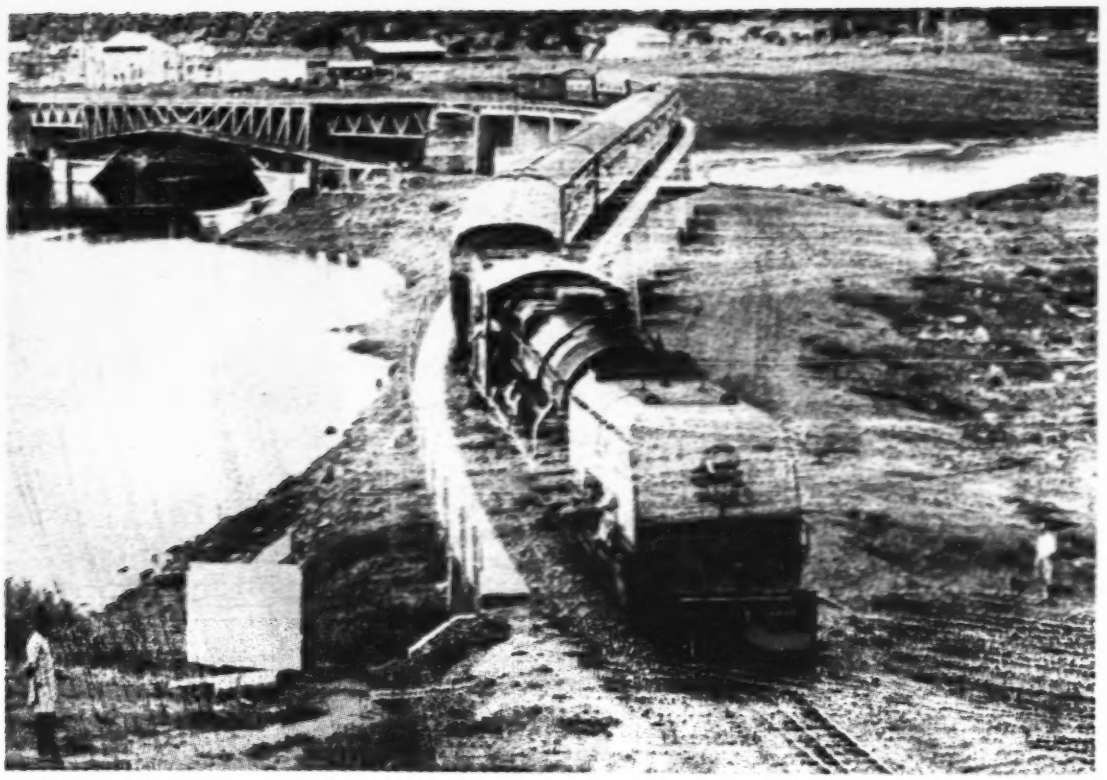
Refer to the notes about the conditional NGE tense which were given in the previous lesson. In this lesson further application is made of this tense.

III. Cultural Note

A traveler to East Africa must get vaccinated against smallpox and inoculated against typhoid and yellow fever. Yellow fever was primarily a West African scourge, also carried by a certain type of mosquito, the stegomyia. Yellow fever is highly infectious, occuring rarely in East Africa. Air transportation contributes to the spread of disease-carrying insects, and this potential danger is one which has to be watched and controlled.

Typhoid can be spread through polluted water, and so it is advisable to boil drinking water, unless one is sure that it comes directly from a clean spring. Dysentery can be spread through lack of sanitation, the handling of vegetables and fruit in village markets by people who are carriers. Hence the advisability of washing all fruit and vegetables which have been bought from native markets.

It is not necessary to take drugs out to East Africa as there is a good supply of these in the drugstores - or pharmacies as they are called there. The medical services are geared to the necessity of dealing with tropical diseases. Any physician who wishes to practice medicine there has to take an intensive course in tropical medicine in London first.



Train pulled by a powerful Garratt Locomotive crosses the River Nile at its source at Jinja.

SWAHILI BASIC COURSE

LESSON 48

1. EXPRESSION STRUCTURE

   a. Phonemes: If there are still any rough spots in pronunciation, these will then receive special attention.

   b. Morphemes: Review on the conditional tense.

   c. Syntax: Nothing new.

2. CONTENT STRUCTURE

   a. Situational setting: (i) Classroom activities.
      (ii) Picture showing a family in a restaurant.

   b. Cultural item: Various coffee shops.

   c. Lexical items:

bwana, Bw.	(Mr.)
bibi, Bi.	(Mrs.)
mgahawa	(cafe)
mvulana	(boy)
msichana	(girl)
viburudisho	(refreshments)
mtumishi	(waiter, servant)
pangwa	(arrange) pass.
birika	(jug, pitcher)
bilauri	(glass, tumbler)
sahani	(plate)
siagi	(butter)
sukari	(sugar)
cheti	(bill, note, chit)
bakshishi	(tip, gratuity)
ongeza	(add)

1st PERIOD PERCEPTION DRILL LESSON 48

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Review drills on the conditional tense together with new lexical items.

a. Bwana angependa chai.
Bwana angelipa gharama.
Bwana angempa bakshishi.
Bwana angeburudika.

b. Bibi angependa kupumzika.
Bibi angenunua nguo.
Bibi angetumia maziwa.
Bibi angekunywa kahawa.

c. Jirani wana watoto watatu.
Watoto wawili ni wavulana.
Mtoto mmoja ni msichana.
Wavulana na wasichana wanacheza.

d. Mtumishi angepanga meza.
Mtumishi angeongeza maji.
Mtumishi angeleta siagi na mkate.
Mtumishi angepokea bakshishi.

e. Birika ya maji.
Birika ya maziwa.
Birika na bilauri.
Birika ni mezani.

f. Bilauri ni juu ya meza.
Mtumishi analeta bilauri nzuri.
Hii ni bilauri kwa maji.
Hii ni bilauri kwa pombe.

g. Vyombo vya meza.
Vyombo vimepangwa vizuri.
Sahani ni juu ya meza.
Vikombe ni juu ya meza.

h. Mgahawani kuna viburudisho.
Wanakunywa chai mgahawani.
Wanakunywa kahawa mgahawani.
Ningependa viburudisho mgahawani.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Bwana na Bibi Mboya walikwenda mgahawani?

   Ndio, walikwenda pamoja na watoto wao.

2. Hao wana watoto wangapi?

   Wavulana wawili na msichana mmoja.

3. Kule mgahawani walipata viburudisho gani?

   Walikwenda kunywa chai tu.

4. Walipofika mtumishi aliwaonyesha meza safi?

   Naam, na juu ya meza vyombo vilipangwa vizuri.

5. Kulikuwa vyombo gani mezani?

   Kulikuwa birika ya maji na bilauri chache.

6. Haikosi kulikuwa hata sahani, vikombe na vijiko.

   Naam, hata mkate, siagi na asali.

7. Bw. Mboya alitumia nini katika chai?

   Sukari kidogo tu; mkewe aliongeza maziwa pia.

8. Walipomaliza, mtumishi alileta cheti?

   Alipopata cheti alilipa na alimpa mtumishi bakshishi.

LESSON 48

1. Did Mr. & Mrs. Mboya go to the café?

   Yes, they went with their children.

2. How many children do they have?

   Two boys and one girl.

3. What kind of refreshments did they get in the café?

   They just went to drink some tea.

4. When they got there did the waiter show them a nice table?

   Yes, and utensils were nicely arranged on the table.

5. What kind of utensils were on the table?

   There was a water jug and some glasses.

6. No doubt there were also plates, cups and spoons.

   Yes, also bread, butter and honey.

7. What did Mr. Mboya use in his tea?

   Just a little sugar; his wife added milk as well.

8. When they finished did the waiter bring the bill?

   When he got the bill, he paid and gave the waiter a tip.

Step 1.

1. Drills on the relative of time 'PO'.

a. Repetition Drill

Walipofika mgahawani walipumzika.

ingia, kwenda, kuwa.

Mtumishi alipowaona aliwasalimia.

saidia, ita, fuata.

Alipoziinua bilauri za maziwa aliziangusha.

vunja, chukua, tazama.

Substitution Drill

walipokunywa: ----- maziwa walipumzika.

leta, pata, chemsha.

alipoiba: Alionekana ----- sahani na vikombe.

chukua, vunja, leta.

alipopata: ----- bakshishi aliondoka.

pewa, pokea, lipa.

2. Reinforcement of the reflex object 'ji' used with the relative 'po' of time.

a. Repetition Drill

Walipojiburudisha walipumzika.

jiokoa, jisaidia, jifunza.

Alipojifunza alifaulu.

jiweza, jilinda, jizoeza.

Nilipojishonea vifungo nilifurahi.

nunulia, patia, tengenezea.

Substitution Drill

walipojiweza: ----- walifaulu.

jifunza, saidia, linda.

tulipojipatia: ----- nguo tulifurahi.

shonea, nunulia.

nilipojiburudisha: ----- niliondoka.

jiokoa, saidia.

3. Generalization drills on 'ji', 'po' and 'nge'.

a. Repetition Drill

Wavulana wangependa kupumzika.

furahi, taka.

Alipokula mkate na siagi aliondoka.

leta, maliza, pata.

Nitajishonea viatu vipya.

patia, tengenezea, nunulia.

Substitution Drill

wangepumzika: Wasichana ----- wangefurahi.

kula, jiburudisha, ondoka.

alipomwona: ----- bibi yake alifurahi.

saidia, fundisha, tunza.

walijipatia: ----- suti mbili mpya.

shonea, tengenezea, nunulia.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 48

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Mtumishi angepata bakshishi?
2nd: Ndio, angepata bakshishi.

omba, pewa, taka.

b. 1st: Ulipopata cheti ulilipa pesa?
2nd: Ndio, nililipa pesa mara moja.

pokea, letewa, chukua.

c. 1st: Walipokaa mezani walifanya nini?
2nd: Walianza kula chakula.

keti, kwenda, kuwa.

d. 1st: Ungependa sukari katika chai?
2nd: Ningependa sukari, tafadhali.

ongeza, tia, tumia.

e. 1st: Uliwaona watumishi walipoingia.
2nd: Ndio, niliwaona walipoingia.

iba, toroka, pumzika.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mgahawa gani uliwapendeza.
Mgahawa ule uliwapendeza.

mji, mtu, kikombe.

b. Ulipochukua sahani ulizisafisha?
Ndio, nilizisafisha nilipozichukua.

leta, tumia, ona.

c. Nani alikuletea cheti?
Mtumishi aliniletea cheti.

pa, patia, onyesha.

d. Ulipata viburudisho vya kutosha?
La, nilipata chai tu.

vitu, chakula.

e. Walileta maji katika birika?
La, walileta maji katika bilauri.

chukua, weka.

f. Mlipopeleka ripoti mlimwona?
Ndio, tulimwona tulipopeleka ripoti.

leta, chukua, pata.

g. Ulipokwenda mjini ulinunua nini?
Nilipokwenda mjini nilinunua suti.

rudi, kaa, fika.

h. Wangekupeleka Uganda ungekaa huko?
Wangenipeleka Uganda ningekaa huko.

tuma, acha, rudisha.

i. Mngewaonyesha picha wangeinunua?
Tungewaonyesha picha wangeinunua.

letea, pelekea.

j. Ningewaona ningewaita.

fukuza, saidia, tambua.

k. Tulipomtambua tulimfuata.

fukuza, ongoza, sikiliza.

l. Ungenisikiliza ningekueleza.

saidia, linda, pa moyo.

m. Walipochelewa walingoja nje.

fika, kuja, burudika.

n. Tungemjua tungemtembelea.

fundisha, fuata, ita.

o. Anapopumzika anaandika barua.

keti, amka, burudika.

6th PERIOD SITUATIONAL APPLICATION LESSON 48

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Bw. na Bi. Mboya walikwenda kutembea mjini Nairobi. Walitaka kutazama vitu madukani na kununua nguo za watoto. Walikuwa na watoto watatu; wavulana wawili na msichana mmoja.

Baada ya kutembea-tembea saa chache, walichoka na waliingia katika mgahawa kuburudika. Mtumishi aliwaonyesha meza safi. Vyombo vilipangwa vizuri juu ya meza. Kulikuwa na birika ya maji na bilauri chache, hata mkate, siagi na asali.

Bw. Mboya alitumia sukari kidogo katika chai, na mkewe aliongeza maziwa pia. Watoto walipenda kunywa maziwa tu na walikula mkate pamoja na siagi na asali. Walipomaliza viburudisho, mtumishi alileta cheti. Bw. Mboya alilipa alipopata cheti na alimpa mtumishi bakshishi.

Step 2. Maswali.

Nani alikwenda mjini?
Kwa nini walikwenda mjini?
Eleza habari ya watoto wao?
Walitembea muda mrefu?
Walipochoka walikwenda wapi?

Mtumishi aliwaonyesha nini?
Nini ilipangwa mezani?
Eleza vitu vilivyopangwa mezani.
Walikunywaje kwa viburudisho?
Watoto walikula nini?

Nani alitumia sukari tu?
Bi. Mboya aliongeza nini katika chai?
Walipomaliza viburudisho mtumishi alileta nini?
Nani alilipa gharama?
Mtumishi alipata nini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

Nothing new.

II. Language Structure

Nothing new. Revision of the conditional NGE tense.

III. Cultural Note

The sophisticated Africans will go for their tea, coffee, or refreshment into European style cafes or restaurants. These are found in all towns and cities.

However, because of the various races and peoples represented, one will find that many like to enjoy types of refreshments and foods peculiar to their traditions and customs. Thus the Arabs will prefer their oriental style cafe. Some will squat cross-legged on rugs, sipping mocca type coffee from small cups, or enjoying a smoke from a water-bowl pipe. The Indians may have a similar type café, but prefer tea. The average African from the villages may enjoy a cup of very sweet tea in small inexpensive coffee shops, or some soda drink. But then one will find also very cosmopolitan groups of all races together in the European style city restaurants.

New Arusha Hotel. This spot is half way between Cape and Cairo, and the exact center of Kenya, Uganda and Tanganyika. Northern Province.

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SWAHILI BASIC COURSE

LESSON 49

1. EXPRESSION STRUCTURE

   a. Phonemes: Nothing new. Eliminating any remaining rough spots.

   b. Morphemes: The use of 'peke yake'.

   c. Syntax: Nothing new.

2. CONTENT STRUCTURE

   a. Situational setting: (i) Classroom activities.
      (ii) Meal at home with friends.

   b. Cultural item: Entertaining in a home.

   c. Lexical items:

choka	(get tired)
upungufu	(shortage)
gharama	(expense)
mume	(husband)
amkia	(greet, say hello)
karibisha	(entertain)
kaanga	(fry, roast)
fikiri	(think)
binti	(daughter)
sinema	(cinema, movie)
starehe	(relax, be comfortable)
ridhika	(be contented)
wazazi	(parents)
karibishwa	(to be entertained, to be welcomed)
sifu	(praise (v.)

1st PERIOD PERCEPTION DRILL LESSON 49

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills using new expressions.

a. Tumechoka sana.
Mama amechoka.
Amechoka kulima.
Wamerudi safarini na wamechoka.

b. Kuna upungufu wa chai.
Chai imekwisha.
Kuna upungufu wa mvua.
Nchi imekauka.

c. Mume anamwamkia mkewe.
Mke anamwamkia mumewe.
Mume na mke wanapendana.
Mume analipa gharama.

d. Tulikaribisha wageni.
Walikaribisha jamaa.
Tulikaribishwa vizuri.
Jamaa walinikaribisha kwao.

e. Mpishi anakaanga nyama.
Mama alikaanga kuku.
Alifikiri atakaanga nyama.
Alitaka kukaanga nyama.

f. Binti anatazama sinema.
Dada aliridhika kumsaidia.
Wazazi wanakaa starehe.
Karibu! Tafadhali starehe!

2. Drills with 'peke yake.'

a. Alirudi peke yake.
Alifanya peke yake.
Atakwenda peke yake.
Atatengeneza peke yake.

b. Niliendesha motokaa peke yangu.
Niliwinda wanyama peke yangu.
Nitasafiri Dar-es-Salaam peke yangu.
Nitakwenda mjini peke yangu.

c. Utarudi Kenya peke yako?
Ulishona nguo hizi peke yako?
Uliweza kutengeneza peke yako?
Nilisikia umefaulu peke yako.

d. Tutastarehe hapa peke yetu.
Tulirudi nyumbani peke yetu.
Tuliwaamkia peke yetu.
Tulikaanga nyama peke yetu.

e. Mtakula chakula peke yenu leo?
Mnataka kukaa hapa peke yenu?
Mngependa kuketi peke yenu?
Mlipika chakula peke yenu, sivyo?

f. Wasichana wanacheza peke yao.
Wavulana wanapenda kukaa peke yao.
Wazazi wako nyumbani peke yao.
Walituamkia peke yao.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD SWAHILI DIALOGUE LESSON 49

1. Ee bibi, tumetembea sana mjini siku hizi.
   Ninakubali na tumechoka kula mgahawani kila mara.

2. Inapendeza kula chakula nyumbani, sivyo?
   Ndio, na kuna upungufu wa gharama pia.

3. Wewe unajua kupika chakula kizuri sana.
   Asante, mume wangu, ninajaribu.

4. Kesho jioni watafika wageni?
   Ndio, jamaa zetu wanataka kutuamkia.

5. Utatupikia chakula gani kuwakaribisha?
   Ningependa kukaanga nyama ya ng'ombe.

6. Kweli, chakula hicho kitapendeza.
   Nitatengeneza kila kitu peke yangu.

7. Nilifikiri binti wetu, Asha, atakusaidia?
   La, amekwenda mjini kutazama sinema.

8. Si kitu basi, tutastarehe na jamaa zetu.
   Haikosi wote wataridhika.

LESSON 49

1. O lady, we have walked about town much these days.

   I agree, and we are tired of eating in cafés all the time.

2. It's pleasant to have a meal at home, isn't it?

   Yes, and it's less expensive too.

3. You know how to prepare very good food (meals).

   Thanks, husband of mine, I just try my best.

4. Are there visitors coming tomorrow evening?

   Yes, our relatives want to visit (greet) us.

5. What food will you prepare in welcoming them?

   I'd like to roast some beef.

6. That food will sure be good.

   I'll prepare everything by myself.

7. I thought that our daughter Asha would help you?

   No, she's gone to town to the movies.

8. Well, never mind, we'll relax with our relatives.

   Without a doubt all will be content.

Step 1.

1. Drills on the use of "peke-angu", etc.

a. Repetition Drill

Ningefurahi kuwakaribisha wageni peke yangu.

taka, ridhika, penda.

Kama wangeingia peke yao wangestarehe.

pumzika, kaa, safiri.

Tungetazama sinema peke yetu tungeridhika.

furahi, pigana.

Substitution Drill

tungewakaribisha: Wageni wangefika peke yao -----.

pokea, saidia, amkia.

ningeingia: ----- peke yangu ningestarehe.

pumzika, kaa, safiri.

angeridhika: Angetazama sinema peke yake -----.

furahi, ridhika.

2. Drills on the conditional tense and "peke-angu," etc.

a. Repetition Drill

Mwalimu angesafiri peke yake angechoka.

mimi, wewe, ninyi.

Ungetembea kwa miguu ungeridhika.

furahi, choka, potea.

Angemtuma binti wake angefaulu.

saidia, fundisha, tunza.

Substitution Drill

Juma: Kama ----- angerudi peke yake angeridhika.

sisi, watoto, mimi.

angepona: Kama angestarehe -----.

ridhika, faulu, furahi.

mngefaulu: Kama mngetafuta kazi -----.

pata, ridhika, starehe.

b. Repetition Drill

Ungefikiri kwanza ungefaulu.

shinda, ridhika, pumzika.

Mkikuyu angeondoka peke yake angefika.

Waswahili, ninyi, sisi.

Ningependa kufanya kazi peke yangu.

furahi, omba, choka.

Substitution Drill

tungefikiri: ----- kwanza tungeridhika.

pumzika, kula, soma.

Ali: ----- angekwenda peke yake angefika.

wewe, mimi, Wamasai.

wangefurahi: ----- kufanya kazi peke yao.

omba, choka, penda.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 49

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Ungekula peke yako ungeridhika?
2nd: Ndio, ningeridhika.

safiri, kaa, rudi.

b. 1st: Wangekula peke yao wangefurahi?
2nd: Ndio, wangefurahi sana.

ngoja, ondoka.

c. 1st: Mtoto atasafiri peke yake?
2nd: Ndio, atasafiri peke yake.

ninyi, wanafunzi sisi.

d. 1st: Utawakaribisha wageni peke yako?
2nd: La, binti wangu atanisaidia.

pokea, tunza, pikia.

e. 1st: Mngemkaribisha angefurahi?
2nd: Ndio, angefurahi sana.

ita, amkia, tuma.

5th PERIOD RECOMBINATION DRILL LESSON 49

Note: If facilities are available this period can be scheduled for a language lab session.

a. Ungetumia wembe kunyoa ndevu?
Ndio, ningetumia wembe mkali.

nunua, tafuta, chukua.

b. Angechanua nywele zingekuwa safi?
Ndio, zingekuwa safi.

safisha, tengeneza.

c. Wewe ungeona simba ungefanya nini?
Kama ningeona simba ningetoroka.

Maina, ninyi, sisi.

d. Wangekwenda peke yao wangefaulu?
La, wangepotea wote.

safiri, winda.

e. Wewe utakwenda safari peke yako?
La, nitakwenda pamoja na walimu.

Juma, ninyi, wanafunzi.

f. Ee, bibi, nani atakaanga nyama?
Nitakaanga nyama mwenyewe.

nunua, leta, peleka.

g. Watoto watakaa peke yao?
La, watakaa na baba.

mtoto, ninyi, sisi.

h. Nani <u>alisafisha</u> nyumba?
Dada alisafisha nyumba.

nunua, uza, bomoa.

i. M1itengeneza <u>mikuki</u> mingapi?
Tulitengeneza mikuki sita.

mikeka, mishale, bunduki.

j. Alileta <u>mwanafunzi</u> gani?
Alileta mwanafunzi mbaya.

mikuki, silaha, watoto.

k. <u>Ali</u> alijifunza Kiingereza upesi.

mimi, watoto, sisi.

l. <u>Wageni</u> waliridhika.

Juma, sisi, ninyi.

m. <u>Binti</u> wake alifaulu vizuri.

watoto, mwanafunzi, bibi.

n. Watanunua <u>vikombe</u> vipya.

mikuki, kitabu, mkeka.

o. <u>Juma</u> aliwakaribisha wageni.

mimi, walimu, sisi.

p. <u>Rafiki</u> atasafiri Uganda kwa miguu.

Waswahili, sisi, mimi.

6th PERIOD SITUATIONAL APPLICATION LESSON 49

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Bw. na Bi. Mboya walirudi nyumbani. Walitembea sana mjini, walichoka pia kula mgahawani kutwa. Hivi Bw. Mboya alimwambia mkewe ya kwamba inapendeza kula chakula nyumbani tena. Mkewe alikubali na alimjibu kwamba hata gharama ni upungufu sasa.

Mume alimsifu mkewe juu ya kupika chakula chake vizuri. Aliambiwa kwamba mkewe anajaribu kutengeneza chakula kizuri siku zote.

Bw. Mboya alisikia kwamba watafika wageni. Hao ni jamaa kutoka Kisumu. Hivi walitaka kuwakaribisha vizuri. Walinunua nyama ya ng'ombe, kwani mkewe anajua kukaanga nyama vizuri sana. Sasa bibi alitengeneza kila kitu peke yake. Binti wao, Asha, alikwenda mjini kutazama sinema. Wazazi walibaki nyumbani kustarehe pamoja na jamaa zao. Hivi wote waliridhika.

Step 2. Maswali.

Nani alirudi nyumbani?
Walichoka kufanya nini?
Nani alipendezwa kula nyumbani?
Mkewe alimjibu nini?
Mume alimsifu mkewe kwa sababu gani?

Nani anajaribu kutengeneza chakula kizuri?
Bw. Mboya alisikia nini?
Jamaa walitoka wapi?
Bw. na Bi. walitaka kuwakaribishaje?
Walijipatia nini kwa chakula?

Bibi alitengeneza chakula peke yake?
Asha alikwenda wapi?
Nani Asha?
Wazazi walibaki peke yao?
Jamaa na wazazi waliridhika?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

Nothing new.

II. Language Structure

The work 'peke' describes the condition of being alone, isolated or even single. It is used only with the possessive adjective following it.

peke yangu - I alone, by myself.
peke yako - you alone, by yourself.
peke yake - he alone, by himself.
peke yetu - we alone, by ourselves.
peke yenu - you alone, by yourselves.
peke yao - they alone, by themselves.

Derived from 'peke' there is also the adjective ' -a pekee' meaning: solitary, unique.

e.g. Hiki ni kitu cha pekee.
(This is a unique (or special) thing.)

Mtu wa pekee.
(A solitary person.)

'Upweke' is the state of loneliness or solitariness.

Amekufa upweke.
(He died in loneliness.)

III. Cultural Note

Entertainment of visitors in a home or for meals will differ according to status, tribe, race, and even location.

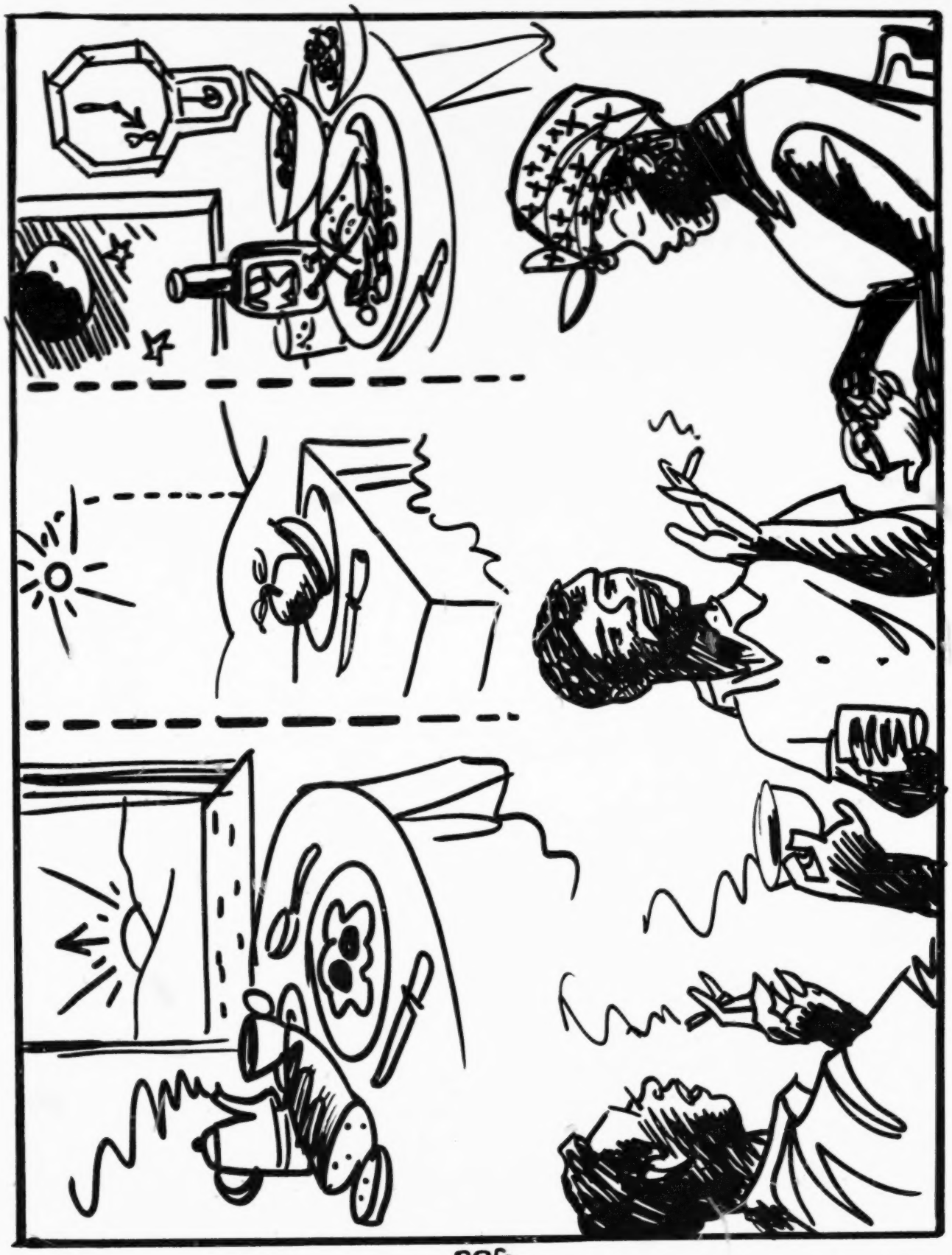
In the cities the white collar workers and artisans have only the evenings in which to entertain. After a brief 'sundowner' earlier in the evening the meal may be served fairly late,

perhaps between 7 - 8 o'clock. This is the influence of city life, sophistication, and Western life.

Out in the country the people, especially the Africans, will favor for the most part to entertain during the day, from noon onward. Several factors may have affected this tradition: visitors and strangers are not very welcome in the homes at night; there is no electricity and light is provided by a kerosene lantern. If there is a special guest then a goat may be butchered and roasted whole over an open fire. Then the host cuts off small chunks and hands them out to the guests. Fingers are used freely. In addition to tea, newly introduced soda drinks, native brewed beer is served in a large pot or barrel and guests help themselves with their specially made "beer mugs" made of calabashes and fastened to sticks.

SWAHILI BASIC COURSE

LESSON 50



1. EXPRESSION STRUCTURE

a. Phonemes: Nothing new.

b. Morphemes: The present indefinite, or "A" tense.

c. Syntax: Nothing new.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) The main meals of the day.

b. Cultural item: Routine regarding meals.

c. Lexical items:

utaratibu	(routine, order)
mayai	(eggs)
uji	(porridge)
kwenu	(at your place)
adhuhuri	(noon)
kwetu	(at our place)
thenashara	(6 P.M., dusk)
desturi	(custom, tradition, manner)
fahamu	(understand)
ongea	(chat, converse)
nao	(with them)
punga hewa	(get fresh air)
hewa	(air)
burudika	(refresh)
oga	(bathe)
pengine	(on the other hand, otherwise)
mfanya kazi	(worker, laborer)
kawia	(stay on a little while)
-bovu	(unsound, rotten)
Saa thenashara	(6 p.m., dusk)

NOTE: Thenashara is the Arabic for 12.

1st PERIOD PERCEPTION DRILL LESSON 50

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills using the "A" tense.

a. Nafahamu vizuri, asante.
Napenda chai sasa.
Nala mkate asubuhi.
Naona wanyama wengi.

b. Wataka nini?
Wafahamu kila kitu?
Wanywa pombe sasa?
Waona nini kule?

c. Asema na mpishi.
Asoma shuleni.
Ala mayai asubuhi.
Aendesha taratibu.

d. Twala uji asubuhi.
Twaongea na jamaa zetu.
Twapunga hewa jioni.
Twaenda kutembea kidogo.

e. Mwaoga mtoni, sivyo?
Mwalenga shabaha vizuri.
Mwapenda desturi hii?
Mwaburudika mgahawani.

f. Wafikiri utaweza kweli?
Wadhani umefahamu?
Wote wafahamu kazi hii.
Wengi waburudika hapa kila siku.

2. Drills using new expressions.

a. Utaratibu wa kazi.
Utaratibu wa chakula.
Utaratibu huu unapendeza.
Tulifuata utaratibu ule.

b. Wengi wala mayai asubuhi.
Wengi wanywa chai asubuhi.
Wengi waja kununua vyombo.
Wengi watazama picha hii.

c. Kwenu mnafuata utaratibu gani?
Kwetu twafuata utaratibu mpya.
Adhuhuri ni saa sita mchana.
Thenashara ni saa kumi na mbili jioni.

d. Wafanya kazi wanaburudika.
Wafanya kazi wanaoga.
Wanaoga katika maji baridi.
Wanapenda desturi hiyo.

e. Wazazi wamekwenda kutembea.
Wanapunga hewa kidogo.
Kule nje hewa ni safi.
Pengine watakawia kidogo.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD SWAHILI DIALOGUE LESSON 50

1. Je, mwenzangu, mmezoea utaratibu gani kwa chakula?
   Asubuhi twapenda mayai, mkate na kahawa.

2. Nami napenda chakula hicho vilevile.
   Wengi wapenda mayai, na wengine uji.

3. Chakula kikubwa kwenu ni adhuhuri au jioni?
   Kwetu ni saa za jioni kama saa mbili.

4. Kule Amerika wangekula mapema saa thenashara.
   Labda, lakini kwetu Nairobi desturi ni tofauti.

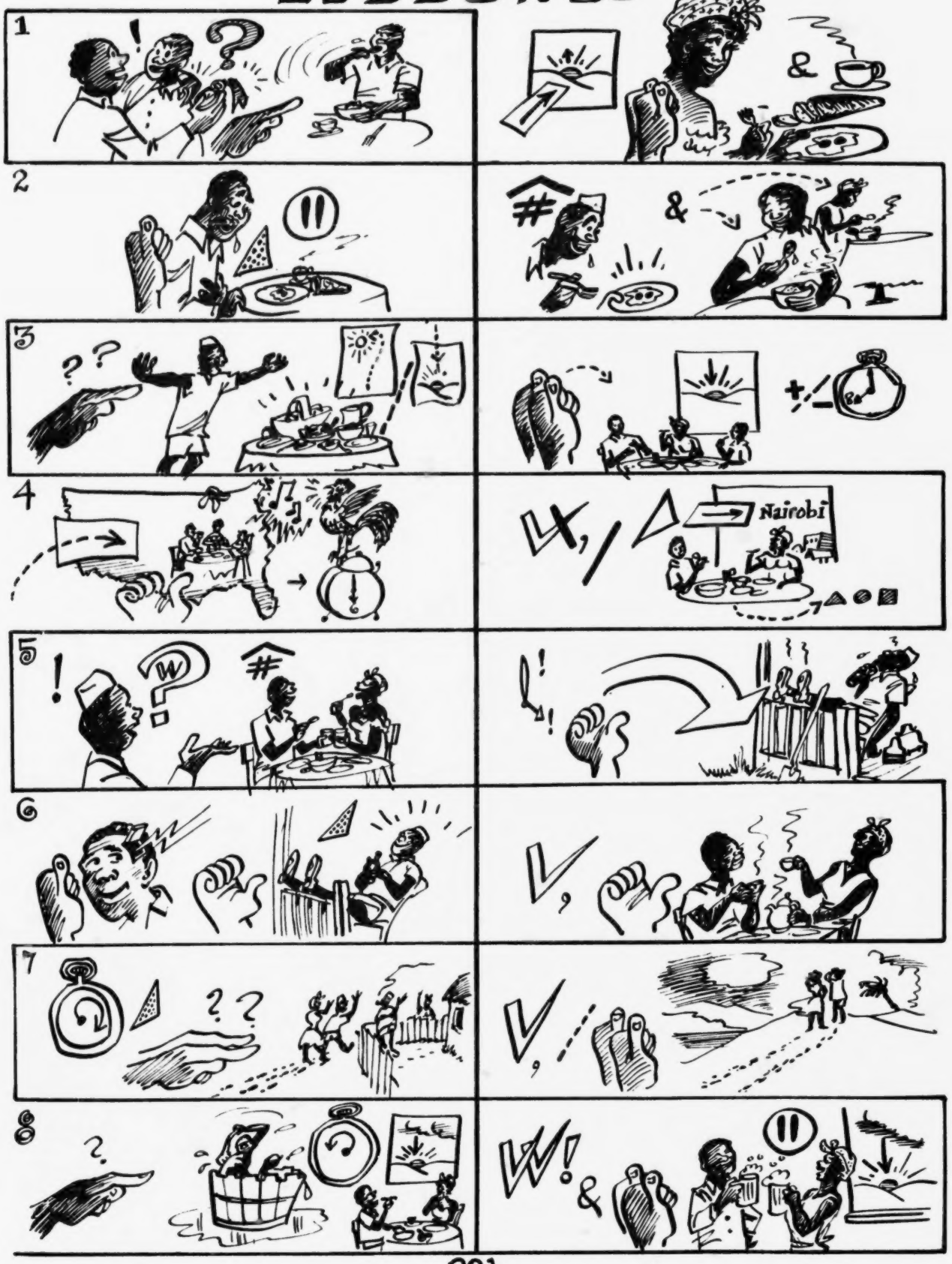
5. Je, kwa nini watu wanapenda desturi hiyo?
   Wanapotoka kazini wanapenda kupumzika kidogo.

6. Nafahamu jinsi wangependa kufanya hivyo.
   Ndio, waburudika kidogo wanapokunywa chai.

7. Baada ya hayo mwatembelea majirani kuongea nao?
   Ndio, au twapunga hewa tunapoenda kutembea.

8. Kabla ya chakula cha jioni mwaoga kwanza?
   Lazima, na pengine twanywa pombe kidogo.

LESSON 50



1. Say, my friend, what routine do you have in regard to meals?

   In the mornings we like eggs, bread and coffee.

2. I like that too.

   Many like eggs, and others porridge (mush).

3. Do you have your big meal at noon or in the evening?

   Our way we have it in the evening around 8 o'clock.

4. Over in America they'd eat early at six o'clock.

   Perhaps, but here in Nairobi the custom is different.

5. Say, why do people like that custom?

   When they come home from work they want to rest a bit.

6. I understand how they would like to do that.

   Yes, they relax (refresh themselves) over a cup of tea.

7. After that do you take a walk to chat with the neighbors?

   Yes, or we take a walk and get out in the fresh air.

8. Do you take a bath before the evening meal?

   Certainly, and we may have some beer too.

3rd PERICD PATTERN DRILL I LESSON 50

Step 1.

1. Drills on adverb of time.

a. Repetition Drill

Watafika Nairobi saa thenashara?

jioni, adhuhuri, kesho kutwa, usiku.

Mwalimu asema kwa utaratibu.

upesi, vizuri, mara kwa mara, kutwa.

Watoto wapenda mayai kila asubuhi.

kila jioni, kila siku, adhuhuri.

Substitution Drill

jioni: Watafika Nairobi -----.

adhuhuri, kesho kutwa, usiku.

upesi: Mwalimu asema -----.

vizuri, kwa utaratibu.

kila asubuhi: Watoto wapenda uji -----.

kila jioni, kila siku, adhuhuri.

2. Drills on new words.

a. Repetition Drill

Wageni wataka kuburudika kwetu.

Ali, rafiki, ninyi, sisi.

3rd PERIOD PATTERN DRILL I LESSON 50

Aongea wakati mwalimu anaposema.

fundisha, ingia, tembea.

Akawia sana bila kurudi kwetu.

-pitia, fika, kuja.

Substitution Drill

Wageni: ----- wataka kuburudika kwetu.

Ali, rafiki, ninyi, sisi.

anaposema: Aongea wakati mwalimu -----.

fundisha, ingia, tembea.

pitia: Akawia sana bila ----- kwetu.

rudi, fika, kuja.

b. Repetition Drill

Mwuzaji auza mayai arobaini.

nyanya, vitambaa, matunda, ng'ombe.

Mkulima hodari apanda matunda.

mibuni, mimea, mahindi, michungwa.

Watoto wafanya kazi karibu na mlima.

sisi, ninyi, mkulima, Mswahili.

Substitution Drill

mayai: Mwuzaji auza ----- arobaini.

nyanya, vitambaa, matunda, ng'ombe.

matunda: Mkulima hodari apanda -----.

mibuni, mimea, mahindi, michungwa.

watoto: ----- wafanya kazi karibu na mlima.

sisi, ninyi, mkulima, Mswahili.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 50

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Kwenu mwatumia mayai?
2nd: Ndio, kwetu twatumia mayai zaidi.

kula, uza, penda.

b. 1st: Mbona mwakawia vile?
2nd: Twakawia kwa sababu twataka kupumzika.

lala, keti.

c. 1st: Mwaenda wapi sasa?
2nd: Twaenda kupunga hewa.

toka, elekea.

d. 1st: Kwa desturi unapenda mayai?
2nd: La, napenda nyama zaidi.

uza, kula, tumia.

e. 1st: Wewe wataka kuoga sasa?
2nd: La, nataka kulala.

ninyi, mtoto, wakulima.

5th PERIOD RECOMBINATION DRILL LESSON 50

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mshale wako wapotea safarini?
Ndio, mshale wangu wapotea safarini.

mkeka, mikuki, mizigo.

b. Waumia mguu?
Ndio, naumia mguu.

kichwa, tumbo, kidole.

c. Wamasai wasemaje?
Wasema milima yapendeza.

misitu, mkuki, mto.

d. Kiatu kile chatoboka?
Ndio, kiatu kile chatoboka.

sanduku, kibuyu, mfuko.

e. Kitanda chako chavunjika?
Ndio, kitanda changu chavunjika.

mishale, mti, kiti, kijiko.

f. Lo, vikombe vyavunjika kila mara?
Kweli, vyavunjika.

visu, vijiko, mishale, viti.

g. Nywele nyeusi zapendeza?
Ndio, zapendeza sana.

nyumba, ndevu, nguo.

h. Nguo gani zapatikana?
Nguo za Amerika zapatikana.

baisikeli, tivii, redio.

i. Nyumba gani zabomoka?
Nyumba mbovu zabomoka.

motokaa, lori, meli.

j. Mishale minne yatosha?
La, mishale sita yatosha.

wili, -tatu, -tano, -ingi, kumi.

k. Mikeka mizuri itaachwa nao.

mikuki, ndege, mfuko, kiti.

l. Nitakawia kwa muda mrefu.

wakati mrefu, siku tatu, saa nyingi.

m. Kila mtu ahitaji hewa safi.

chakula, nguo.

n. Twaoga baada ya kazi.

burudika, kula, pumzika.

o. Mnunuzi anunua mayai mengi.

nyanya, chakula, nguo, mbuzi.

6th PERIOD SITUATIONAL APPLICATION LESSON 50

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Siku moja nilimwuliza mwenzangu juu ya desturi na utaratibu wa chakula kule Nairobi. Alinijibu hivi: "Sisi twazoea kula mayai, mkate na kahawa asubuhi. Twapenda chakula hicho, ingawa wengine wapenda uji. Wakati wa saa sita, yaani adhuhuri, twatumia chakula kidogo tu, lakini jioni twatumia zaidi. Baada ya kutoka kazini twapenda kuburudika kidogo tunapokunywa chai. Halafu twaweza kutembea nje kidogo na kupunga hewa.

Baada ya kuburudika hivi, pengine hata kuhudhuria michezo, twaoga na twakaa starehe. Pombe au viburudisho kama hivyo vyafaa kabla ya chakula cha jioni. Chakula hicho twala kama saa mbili hivi. Hii ni tofauti na desturi za Amerika. Kule watu wapenda kula mapema kidogo, kama saa thenashara.

Step 2. Maswali.

Nilimwulizaje mwenzangu?
Alinijibuje juu ya chakula cha asubuhi?
Watu wanakula sana wakati wa adhuhuri?

Ni kwa chakula gani watu wanakula zaidi?
Baada ya kazi wanakunywa nini?

Baada ya chai wengine wanapenda kufanyaje?
Wanaoga lini?
Kabla ya chakula kikubwa wanapenda nini tena?
Chakula hicho ni saa ngapi?
Hii ni tofauti na desturi za Amerika?

Kule Amerika watu wanapenda kula lini?
Saa thenashara ni saa ngapi?
Unafikiri desturi ya Afrika itakupendeza?
Kuna faida gani kuburudika kabla ya chakula?
Kwako chakula kikubwa ni kipi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

The so-called Simple Present Tense, or also the Indefinite Present Tense, has the tense sign "A". Compare this with the previously learned present tense labelled in conventional grammars as the Continuous Present Tense, where the tense sign is "NA."

e.g. nataka - I want, ninataka - I want
nala - I eat, ninakula - I'm eating.

Because of the use of just a vowel (A) for the tense sign, this combines with the vowel of the subject prefix and the result is as follows:

ni	+	a	>	na,	nataka
u	+	a	>	wa,	wataka
a	+	a	>	a,	ataka
tu	+	a	>	twa,	twataka
m	+	a	>	mwa,	mwataka
wa	+	a	>	wa,	wataka.

In this tense the short verbs of one syllable, like: ku-la, ku-nywa, ku-ja, drop the infinitive particle 'ku.'

Thus we get:	nala	-	I eat
	wala	-	you eat
	ala	-	he eats
	twala	-	we eat
	mwala	-	you eat (pl.)
	wala	-	they eat.

Note: The expression "so called" was used purposely above as there is some doubt whether this really is another tense, and whether this is not an attempt to try and find a parallel for a tense existing in English, and also other European languages. The concept of the Latin or Greek grammatical forms unconsciously do affect linguists when they try to find parallels in other languages. It may be merely a contraction and not a tense at all. On the basis of contractions

we arrive at the same result. Compare with the above:

ninaketi: ni(n)aketi > naketi (I'm sitting)
unaketi: u(n)aketi > waketi (you're sitting)
anaketi: a(n)aketi > aketi (he's sitting)
tunaketi: tu(n)aketi > twaketi (we're sitting)
mnaketi: m(n)aketi > mwaketi (you're sitting)
wanaketi: wa(n)aketi > waketi (they're sitting)

There is no equivalent for a simple or indefinite present tense in the negative as there is in English. Furthermore; in many cases where the simple tense would be used in English, the continuous form is preferrable in Swahili, especially in the plural.

e.g. Wanakula hapa kila siku.
(They eat here every day.)

Wanakula sasa.
(They are eating now.)

These remarks have been added for the benefit of the thinking student. For all practical purposes the student is made aware that these two forms of the present affirmative tense are in use, and he must therefore master both forms.

II. Cultural Note

Among Europeans living in East Africa, and also among sophisticated Africans, Indians and peoples of other races, it is customary to have the evening meal later in the evening than is customary in the States. The routine is something like this:

After work later in the afternoon a refreshing cup of tea with a small snack is welcome. This would be around 4:30 P.M. Then many, especially

office workers, will welcome a bit of exercise, either a good walk in the fresh and cool evening air, or a game of tennis. Upon return from such recreation a good bath is in order. In a relaxed mood one may then enjoy a glass of beer or whisky soda, or a soft drink of fresh lemonade. This takes place at sundown, sitting on the verandah or porch, and consequently this has become known as "having a sundowner."

Later in the evening, 7:30 or 8:00 P.M. dinner is served.

Visitors from America find this strange at first, but soon find out the advantages. Instead of having a meal at 5:00 right after work, it is good and wise to relax first and forget the problems of the daily round. A bit of physical exercise before a meal, rather than after a meal is good. The bath or shower is a daily routine. The relaxing atmosphere on the verandah watching the sun go down, having a cool drink, has readied one to enjoy a good dinner.

Tea picking at Mufindi in
the Southern Highlands.

SWAHILI BASIC COURSE

LESSON 51

LESSON 51

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1. EXPRESSION STRUCTURE

   a. Phonemes: Nothing new.

   b. Morphemes: The past conditional tense, NGALI.

   c. Syntax: Nothing new.

2. CONTENT STRUCTURE

   a. Situational setting: (i) Classroom activities.
      (ii) Sending a cablegram.

   b. Cultural item: The Post Office in East Africa.

   c. Lexical items:

msaada	(help, aid, assistance)
taabu	(difficulty, trouble)
toa	(to give, take out)
mwendo	(distance, speed)
elimishwa	(be educated)
karani	(clerk)
simu	(telegram)
jaza	(to fill)
mia	(100)
elfu	(1000)
mshahara	(pay, wages)
hasara	(loss)
dai	(demand, v.)
kopa	(borrow)
kopesha	(lend)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 'NGALI' tense.

a. Ungalipenda.
Ungaliona.
Ungalituma.
Ungalilipa.
Ungaliweza.

b. Ningalitaka.
Ningalikuomba.
Ningalipenda.
Ningalilipa.
Ningalitoa.

c. Tungalifika.
Tungalitembea.
Tungalichoka.
Tungalifuata.
Tungalipenda.

d. Angaliniomba.
Angalinijibu.
Angalielimishwa.
Angalimsaidia.
Angalimpa.

e. Mngalipenda.
Mngaliandika.
Mngalisoma.
Mngalikula.
Mngalikunywa.

f. Wangalipigana.
Wangalishambulia.
Wangalipata.
Wangalirudi.
Wangalielimishwa.

2. Semantic drills.

a. Tuma simu.
Tuma barua.
Tuma mtoto.

b. Kumtumia mtu barua.
Kutumia silaha.
Kutumia chombo.

c. Aliniomba msaada.
Alimwomba Mungu.
Alituomba pesa.

d. Karani wa duka.
Karani wa posta.
Karani wa afisi hii.

e. Nimechoka.
Nitapumzika.

f. Gharama ya simu.
Gharama ya safari.

g. Aliniuliza.
Nilimjibu.

h. Amepata elimu.
Ameelimishwa.

i. Alidai pesa zake.
Alidai mshahara wake.

j. Nilikopa sh. 100/-.
Nilikopa sh. 1000/-.

k. Alinikopesha sh. 100/-.
Alinikopesha sh. 1000/-.

1. Alipata hasara sana.
Alikula hasara tu.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Ungalipenda kutuma simu kutoka Nairobi kwenda Amerika?

   Ndio, ningalitaka kumtumia ndugu yangu simu.

2. Ungaliona shida kujaza karatasi za simu?

   Ningalikuomba msaada kutuma simu hiyo.

3. Ungalituma pesa kwa simu vilevile?

   Ndio, ndugu yangu ana taabu ya pesa siku hizi.

4. Ungalituma simu kwa bei ya mchana?

   La, ningalipenda kupeleka simu kama barua ya usiku.

5. Tungalifika afisi ya simu kwa njia gani?

   Tungalitembea, ni mwendo wa maili nne tu.

6. Tungalichoka kwenda kwa miguu?

   Tungalifuata njia fupi tungalifika upesi.

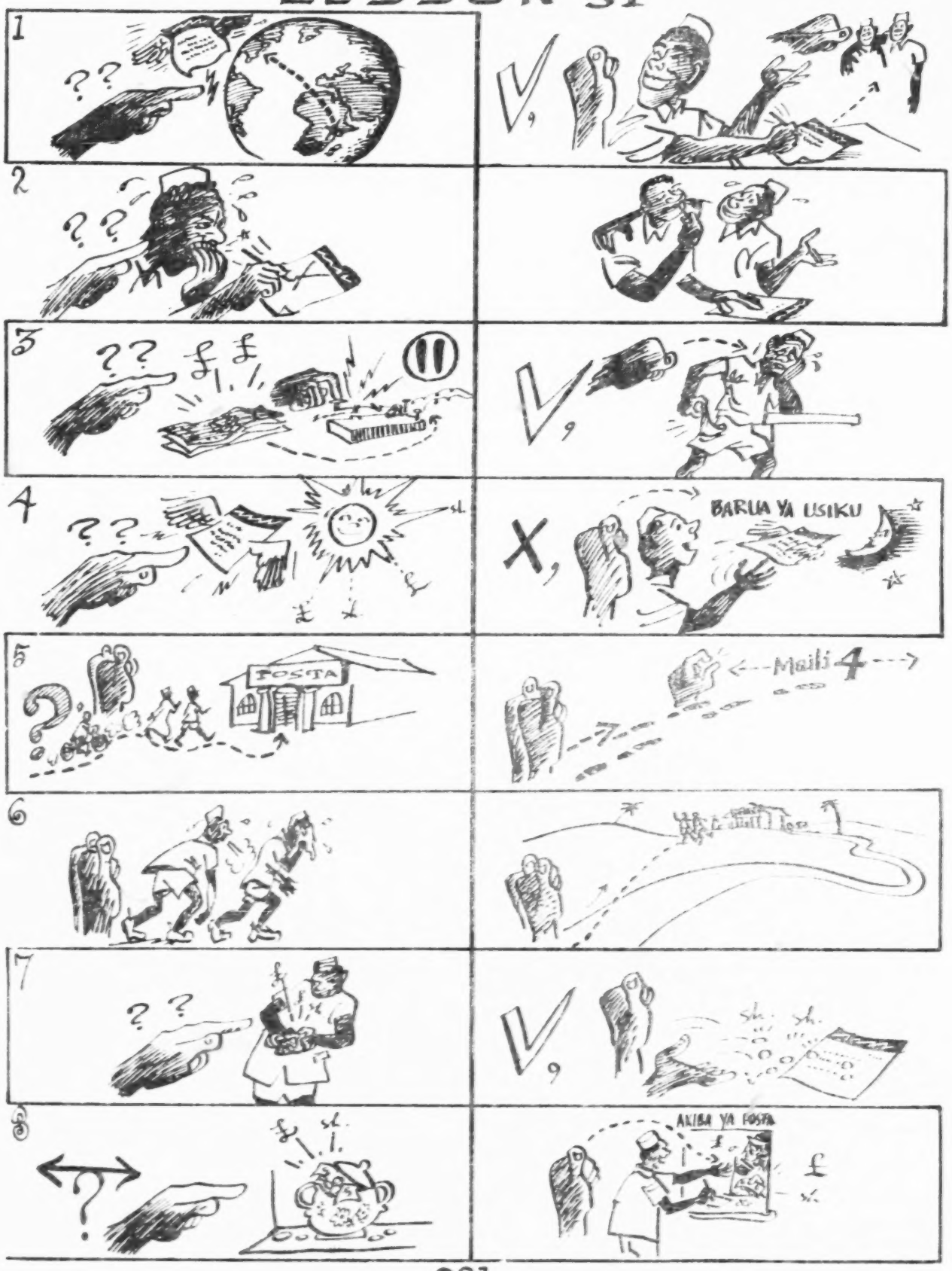
7. Ungalilipa gharama ya simu mwenyewe?

   Ndio, ningalilipa hata ingalikuwa shilingi kwa kila neno.

8. Ungalipata wapi pesa?

   Ningalitoa pesa kutoka akiba yangu ya posta.

LESSON 51



1. Would you have liked to send a cablegram from Nairobi to America?

   Yes, I would have liked to send my brother a cable.

2. Would you have had trouble filling in a form for the cable?

   I would have requested your help to send this cable.

3. Would you have sent money by wire as well?

   Yes, my brother has trouble as he lacks money.

4. Would you have sent the wire on day rates?

   No, I would have liked to send it as a night letter.

5. By what way would we have reached the cable office?

   We would have walked, it is only a distance of 4 miles.

6. Would we have tired walking?

   We would have taken a short cut and gotten there quickly.

7. Would you have paid the cable expenses yourself?

   Yes, I'd have paid even at a shilling a word.

8. Where would you have gotten money?

   I would have drawn from savings at the post office.

Step 1.

1. Drills on 'NGALI'.

a. Repetition Drill

Angalikumbuka kutuma simu angalifaulu.

jua, taka, penda.

Ningalimwonya angalikata tamaa.

acha, chukua, piga.

Ungalikata tamaa ungalipotea.

chelewa, umia, gongwa.

Substitution Drill

ningalipenda: ----- kutuma simu ningalifaulu.

jua, kumbuka, jaribu.

wangalimwonya: ----- angalikata tamaa.

kamata, ruhusu, tisha.

ungalikufa: Ungaligongwa -----.

umia, anguka, piga kelele.

b. Repetition Drill

Tungalitembea tungalichoka sana.

fanya kazi, kazana, rudi.

Wangalipata shida wangaliumia.

gongana, ogelea, gongwa.

Mngalituma simu mngalitosheka.

hudhuria, ingia, faulu.

Substitution Drill

wangalilala: ----- wangalichelewa.

rudi, endelea, ngoja.

mngalifanya kazi: ----- mngalifaulu.

ogelea, vumilia, fanya haraka.

ningaliendelea: ----- ningalifika salama.

ngojea, fanya haraka, kimbia.

2. Drills on 'NGE' and 'NGALI.'

a. Repetition Drill

Ungetuma simu ungetosheka.

fanya haraka, kimbia, ngojea.

Ungeomba msaada ungefaulu.

fanya kazi, weka akiba, fahamu Kiswahili.

Ningetembea ningefika huko.

kazana, kimbia, fanya haraka.

Substitution Drill

angalifaulu: Angaliomba ruhusa -----.
soma, tuma simu, maliza kazi.

ungalipata: Ungalituma simu ----- pesa.
tumia, poteza.

wangalitembea: ----- wangalifika mapema.
kimbia, fanya haraka.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 51

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Ungalitaka kutuma simu jana?
2nd: Ndio, ningalitaka kutuma simu.

jaribu, faulu, tamani.

b. 1st: Angalifika bila kuchelewa?
2nd: Najua angalifika bila kuchelewa.

hudhuria, ondoka, kuja.

c. 1st: Wangalikuona wangalikupiga?
2nd: Wangalinipiga sana.

umiza, saidia, karibisha.

d. 1st: Mngalifaulu wangaliwapigeni?
2nd: Nafikiri wangalitupiga.

fukuza, onya, shambulia.

e. 1st: Wangaliiba mngaliwaona?
2nd: Tungaliwaona wangaliiba bunduki.

onya, fuata, fukuza.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Tungaliwaona wangaliondoka?
Najua wangaliondoka.

saidia, salimu, tambua.

b. Mngalifaulu mngalifurahi?
Tungalifurahi sana.

ingia, okoka, fika salama.

c. Ungewaona ungewakamata?
Ningewakamata mara moja.

tambua, saidia, karibisha.

d. Angalijua angalikaa hapa?
Ndio, angalikaa hapa.

ondoka, lala, ishi.

e. Wangekuambia ungewaamini?
Nafikiri ningewaamini.

penda, fuata, umiza.

f. Ungalifanya nini angaliokoka?
Angaliokoka ningalilalamika.

rudi, faulu, tosheka.

g. Ungewafuata ungewakamata?
Ndio, ningewafuata ningewakamata.

ona, tambua, karibia.

5th PERIOD RECOMBINATION DRILL LESSON 51

h. Mngalituma simu ingalifika?
Ndio, ingalifika.

potea, pendeza.

i. Tungalijifunza tungalielewa?
Ndio, mngalijifunza mngalielewa.

faulu, furahi, jua.

j. Angalikuruhusu ungalitoroka?
Ndio, ningalitoroka.

jificha, jifunza, lala.

k. Tunakula mchele kwa kawaida.

panda, penda, pika.

l. Kwa kawaida wanakunywa maziwa.

nunua, pata, uza.

m. Kwa kawaida anakaa nyumbani.

fagia, lala, pumzika.

n. Ungenieleza ningekusaidia.

amini, ambia, omba.

o. Wangeniamini ningewaongoza.

jua, saidia, ita.

6th PERIOD SITUATIONAL APPLICATION LESSON 51

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Juma angalipenda kutuma simu kutoka Nairobi kwa ndugu yake kule Amerika. Juma ni mkulima na ameelimishwa kidogo tu. Hivyo ana shida kujaza karatasi ya simu vizuri. Lakini rafiki yake aliyeelimishwa angalimsaidia. Juma alipata barua kutoka kwa ndugu yake anayesoma katika skuli kubwa kule Amerika. Gharama ni kubwa sana na hivi alipata taabu ya pesa. Juma aliuza mavuno yake na angalipenda kumsaidia. Aliweka pesa chache akiba kule posta.

Walipofika posta karani aliwauliza kama wangependa kutuma simu kwa bei ya mchana au kama barua ya usiku. Juma alijibu kwamba angalituma simu kama barua ya usiku sababu ni rahisi zaidi. Vilevile angalipenda kutuma pesa kwa simu na angalitoa pesa kutoka akiba yake kule posta. Karani alitengeneza kila kitu, na simu, hata na pesa, zilifika Amerika salama.

Step 2. Maswali.

Ndugu ya Juma anakaa wapi?
Juma angalituma simu kutoka wapi?
Juma anafanya kazi gani?
Alijua kusoma na kuandika vizuri?
Nani angalimsaidia kujaza karatasi?

Ndugu aliyejifunza Amerika alimwandikia nini?
Gharama ya skuli ni kubwa?
Juma alipata faida alipouza mavuno?
Aliweka pesa zake wapi?
Juma angalituma pesa vilevile?

Simu kwa bei ya mchana ni ghali zaidi?
Kama barua ya usiku simu ni rahisi zaidi?
Juma angalipata wapi pesa?
Karani alimsaidia vizuri?
Simu na pesa zilifika salama?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

The Past Conditional Tense sign is NGALI. It is used the usual way like the other tense prefixes.

Refer to the Generalization for Lesson 46 where the Present Conditional was described. The same principles apply here, except that NGALI denotes the Past Tense and NGE the Present.

Example: Ningalimwona ningalimpa pesa.
(If I had seen him I would have given him the money.)

II. Cultural Note

The Post Office in East Africa performs all the functions of a normal post office in America. However, it has two additional important services to offer which are not offered by the American post office.

a. It handles telegrams, both in sending and receiving. There is no Western Union in East Africa. One goes to the post office to send a telegram or overseas cablegram.

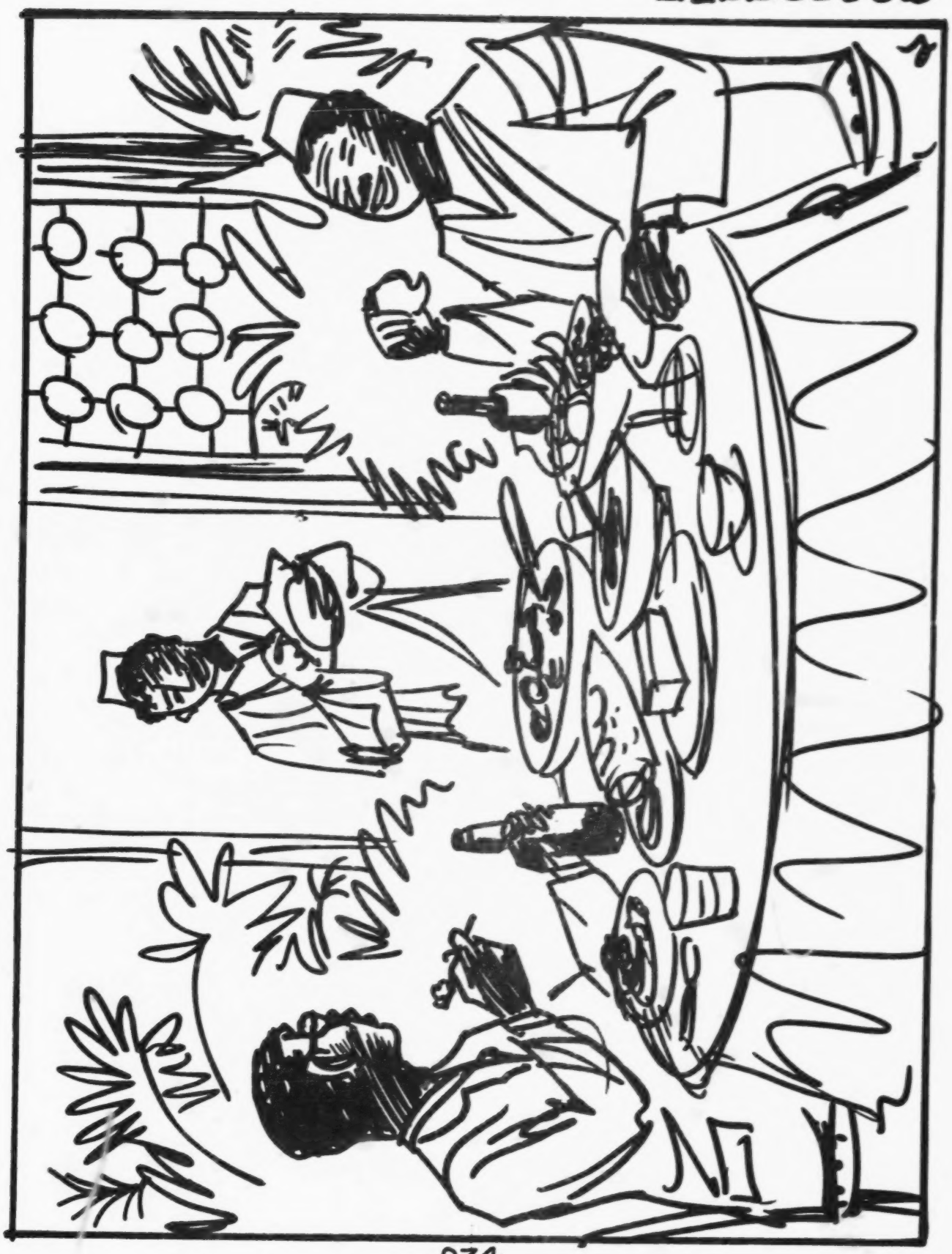
b. It performs the services of a savings bank. Many people have their money in the Post Office Savings Account. And so the story in our dialogue reflected all these services when the sender talks about sending a cablegram and possibly paying for it by drawing from his savings account. A certain rate of interest, it used to be 2 1/2%, is earned by the deposited money.

Photo by courtesy of Pegas Studio, Nairobi

A view of the main Post Office in Nairobi, Kenya. Note the broadcasting and receiving aerials on top of the building. The Post Office handles all tele-communications, telegrams and radiograms.

SWAHILI BASIC COURSE

LESSON 52



1. EXPRESSION STRUCTURE

   a. Phonemes: Nothing new.

   b. Morphemes: Generalization on the conditional NGE and NGALI tenses, and also the A tense.

   c. Syntax: Nothing new.

2. CONTENT STRUCTURE

   a. Situational setting: (i) Classroom activities.
      (ii) Meal in a café.

   b. Cultural item: Uses of the bananas.

   c. Lexical items:

hoteli	(hotel)
agiza	(to order)
kitoweo	(stew)
mchuzi	(gravy)
binzari	(curry)
ndizi	(bananas)
chakula cha mwisho	(dessert)
-bivu	(ripe)
toshea	(enough for, satisfy)
chupa	(bottle)
bia	(beer) European
mapambo	(furnishings, decorations)
chumvi	(salt)
pilipili	(pepper)
bakuli	(dish)
sufuria	(pot, pan)

1st PERIOD PERCEPTION DRILL LESSON 52

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 'A' tense.

a. Twaenda mgahawani.
Twataka chakula.
Twapenda pombe.

b. Naja, mabwana.
Nafurahi kukaa hapa.
Nala hapa siku zote.

c. Apenda kuagiza chai.
Apata bakshishi.
Aleta machupa mawili.

d. Wapenda kitoweo?
Wapenda bia?
Wala mboga?

2. Drill on the conditional tense, present and past.

a. Mngependa kuagiza?
Mngependa kunywa nini?
Mngekunywa kahawa?

b. Tungependa kitoweo.
Tungekula mchuzi wa binzari.
Tungeagiza ndizi zilizopikwa.

c. Ungelipa gharama?
Ungempa bakshishi?
Ungepata bia?

d. Angeleta chakula cha mwisho?
Angependa nyama ya kondoo?
Angerudi mgahawani tena?

3. Semantic Drills.

a. Unakaa katika hoteli?
Unaingia katika hoteli?

b. Unakwenda mgahawani?
Unakula katika mgahawa?

c. Mtumishi analeta chakula.
Mtumishi analeta hesabu.

d. Mgeni anaagiza kitoweo.
Mabwana wanapenda kitoweo.

e. Ndizi ni mboga.
Nyanya ni mboga.

f. Mchuzi wa nyanya.
Mchuzi wa binzari.

g. Matunda mabivu.
Ndizi mbivu.

h. Mkate na siagi.
Anatia siagi juu ya mkate.

i. Mapambo mazuri.
Mapambo malidadi.

j. Mtumishi anapata bakshishi.
Alipata bakshishi nzuri.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD SWAHILI DIALOGUE LESSON 52

1. Twende mgahawani au hoteli?

   Mgahawa huu utafaa.

2. Ee, mtumishi, twataka kuagiza chakula.

   Naja, mabwana, mngependa kuagiza nini?

3. Tungependa kitoweo cha nyama ya kondoo.

   Mngependa mchuzi wa binzari vilevile?

4. Ndio, na kwa mboga tungependa ndizi na nyanya.

   Na kwa chakula cha mwisho, je?

5. Matunda mabivu yatatutoshea.

   Na mngependa kunywa nini, chai au kahawa?

6. Lete machupa mawili ya pombe (bia).

   Vema, mtapata yote upesi, hata mkate na siagi.

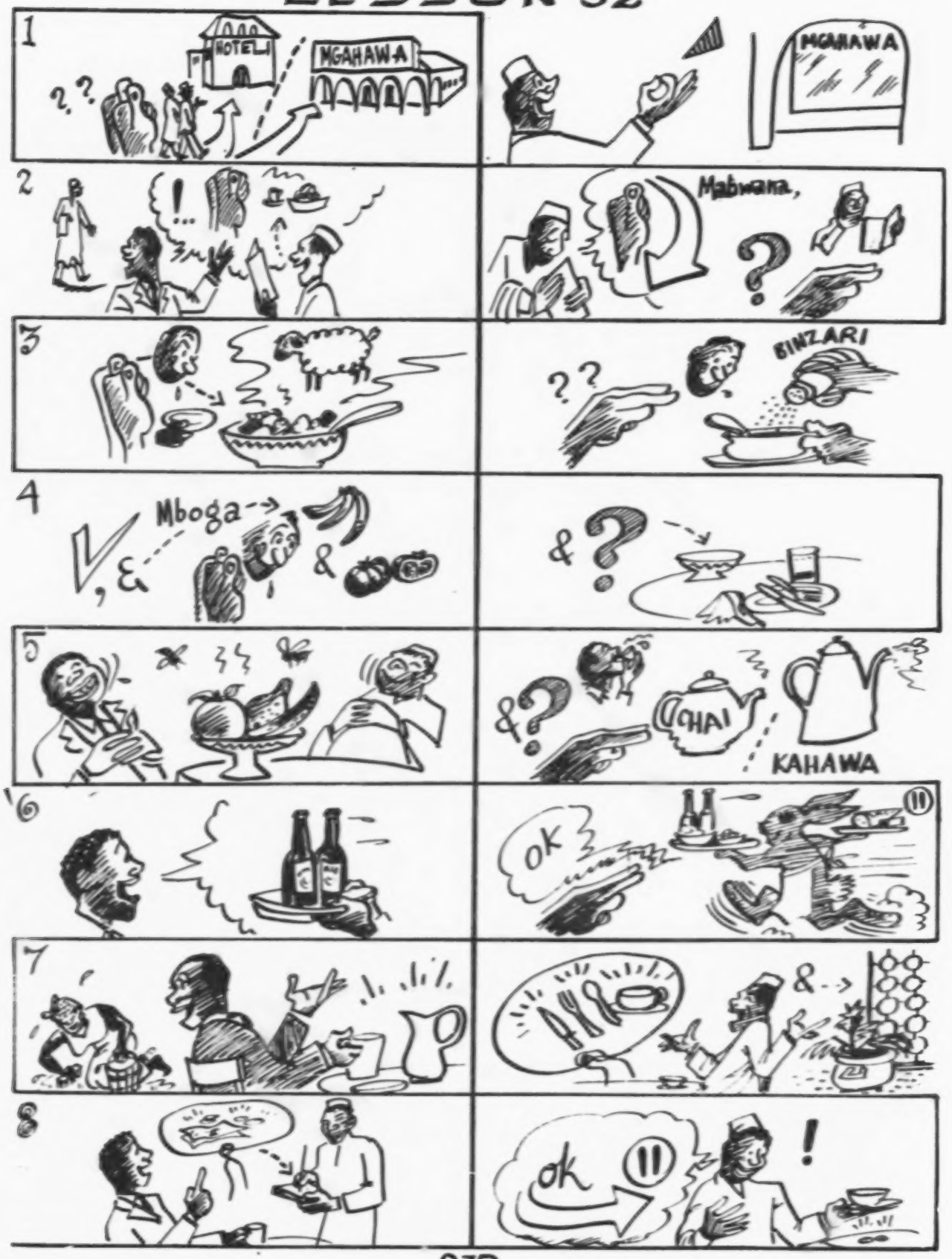
7. Mgahawa huu unapendeza kwa usafi.

   Vyombo vyote ni vipya na mapambo ni malidadi.

8. Andika gharama zote juu ya hesabu moja.

   Vema. Tafadhali rudini tena. Asante kwa bakshishi.

LESSON 52


1
HOTELI
MGAHAWA
MGAHAWA
2
Mabwana,
3
BINZARI
4
Mboga
5
CHAI
KAHAWA
6
ok
7
8
ok

1. Shall we go to a café or hotel?

   This café will do.

2. Hi, waiter, we want to order food.

   I'm coming, gentlemen, what would you like to order?

3. We'd like a mutton stew.

   Would you like it with curry gravy?

4. Yes, and for vegetables we'd like bananas and tomatoes.

   And what for dessert?

5. Some ripe fruit will satisfy us.

   And what would you like to drink, tea or coffee?

6. Bring two bottles of beer.

   O.K., you'll get it all quickly, also bread and butter.

7. This café is pleasing in its cleanliness.

   All utensils are new and the furnishings are decorative.

8. Put all expenses on one account.

   O.K. Please come again! Thanks for the tip.

Step 1.

1. Drills on 'A' tense.

a. Repetition Drill

Nataka kusafisha mgahawa.

tafuta, nunua, tunza.

Twataka kitoweo cha nyama.

uza, tengeneza, leta.

Twaamini tutaokoka.

jua, fikiri, tumaini.

Substitution Drill

Kimani: ----- ataka kusafisha mgahawa.

sisi, ninyi, mimi.

twala: ----- kitoweo cha nyama.

tengeneza, leta, uza.

naamini: ----- tutaokoka.

fikiri, tumaini, jua.

b. Repetition Drill

Ala mkate na siagi.

pata, agiza, nunua.

Twataka chupa moja ya pombe.

ngojea, nunua, peleka.

Watumishi wapata bakshishi.

pokea, chukua, taka.

Substitution Drill

Juma: ----- ala mkate na siagi.

mimi, sisi, ninyi.

twataka: ---- chupa moja ya pombe.

ngoja, nunua, peleka.

wapokea: Watumishi ----- bakshishi.

chukua, taka, pata.

c. Repetition Drill

Twaenda mgahawani.

rudi, lala, kaa.

Anunua mchuzi wa binzari.

kula, penda, agiza.

Ninyi mwaandika barua nyumbani.

mimi, watoto, sisi.

Substitution Drill

sisi: ----- twaenda mgahawani.

ninyi, wanafunzi, mtoto.

anunua: ----- mchuzi wa binzari.

kula, penda, agiza.

ninyi: ----- mwaandika barua nyumbani.

mimi, sisi, watoto.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 52

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Mwataka kuagiza nini?
2nd: Twataka kuagiza ndizi na nyama.

fikiri, tumaini, jaribu.

b. 1st: Ataka kufanya kazi gani?
2nd: Ataka kufundisha Kiswahili.

penda, omba, kwenda.

c. 1st: Wapenda mchuzi wa binzari?
2nd: Ndio, napenda sana.

kunywa, agiza, tamani.

d. 1st: Mwataka chupa ngapi za pombe?
2nd: Twataka chupa tatu.

agiza, kunywa, nunua.

e. 1st: Wageni wataka chakula cha mwisho?
2nd: Wao wataka chakula cha mwisho.

ngojea, kula, agiza.

5th PERIOD RECOMBINATION DRILL LESSON 52

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wangelala mgahawani wangefurahi?
Ndio, wangefurahi sana.

kaa, fanya kazi, kwenda.

b. Ningetaka matunda ningepata?
Ndio, ungepata matunda mengi.

tafuta, omba.

c. Wataka kunywa pombe?
La, nataka kunywa kahawa.

agiza, pata, nunua.

d. Afikiri kuondoka leo?
Ndio, afikiri kuondoka leo.

taka, penda, jaribu.

e. Ungalivumilia ungalifaulu?
Ndio, ningalifaulu.

endelea, jifunza, fanya bidii.

f. Wataka kuniongoza?
Ndio, nataka kukuongoza.

fikiri, jaribu, penda.

g. Je, alifahamu kila kitu?
Alifahamu kila kitu.

kumbuka, andika, uliza.

h. Kwa kawaida mwalala wapi?
Twalala nyumbani kwa kawaida.

kaa, ngoja, jizoeza.

i. Angetaka chakula angekula wapi?
Angekula mgahawani.

pata, nunua, tafuta.

j. Wala chakula gani kwa kawaida?
Nala wali na nyama kwa kawaida.

taka, pika, tayarisha.

k. Mtoto ataka wali.

tamani, nunua, tengeneza.

l. Ali angependa kucheza kinanda.

nunua, uza, tumia.

m. Tungalilalamika wangalitusaidia.

ita, piga, fuata.

n. Ungenunua bia ningefurahi.

leta, agiza, chukua.

o. Wangepamba nyumba tungewalipa.

penda, saidia, pa chakula.

p. Ungeongeza chumvi tungetosheka.

leta, peleka, pata.

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6th PERIOD SITUATIONAL APPLICATION LESSON 52

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Mabwana wawili, watu tajiri wenye maduka, walikwenda mgahawani kwa chakula kidogo. Waliketi karibu na meza iliyokuwa na mapambo mazuri. Vyombo vyote vilikuwa safi na vipya.

Mtumishi alikuja kuwauliza kama wangependa kuagiza kitu. Mabwana walikuwa na njaa na waliagiza kitoweo cha nyama ya kondoo pamoja na mchuzi wa binzari. Kwa mboga waliagiza ndizi zilizopikwa na nyanya. Kwa chakula cha mwisho wangalipenda matunda mabivu kama machungwa au maembe. Walipata mkate na siagi vilevile.

Alipowauliza kama wangependa chai au kahawa hawakupenda, lakini waliagiza machupa mawili ya bia.

Walipomaliza kula walimpa mtumishi bakshishi nzuri na walimwambia kuandika gharama zote juu ya hesabu moja.

6th PERIOD SITUATIONAL APPLICATION LESSON 52

Step 2. Maswali.

Mabwana wawili walikwenda wapi?
Walikuwa tajiri?
Walikuwa na njaa?
Mgahawani waliketi wapi?
Vyombo vilikuwa vizee na vibaya?

Mtumishi aliwauliza nini?
Waliagiza kitoweo gani?
Walipenda mchuzi wa namna gani?
Kwa mboga waliagiza nini?
Ndizi zilikuwa mbivu?

Walipenda kunywa kahawa?
Waliagiza nini badala ya kahawa?
Walimpa mtumishi bakshishi?
Mapambo yote yalipendeza?
Walilipa gharama?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

In this lesson the conditional tenses, already discussed in preceding lessons, have been used again and reinforced. This includes the 'A' tense as well. For review, look up the generalizations of Lessons: 46, 50 and 51.

II. Cultural Note

In America one is used to bananas only as fruit, moreover one rarely sees more than one or two varieties. In tropical countries where bananas are one of the staple foods, there are many different kinds of bananas: red, green, yellow; long and short ones; thick and thin ones; some specially suited as fruit, others again as vegetables, and still others as fodder for cattle.

The bananas which are used as vegetables are used at the unripe stage. When peeled, they are cut up and boiled, possibly with a soup bone or a bit of stew meat. These then taste almost like potatoes, perhaps with a slightly nuttier flavor.

Green unripe bananas may also be peeled and thoroughly dried in the sun. Afterwards they are pounded or ground into flour.

Another use for some varieties of ripe bananas (the type used as fruit) would be to peel and lay them out to dry in the sun. Very few know of this secret, but they are delicious. They resemble dried figs or similarly dried fruit.

Among some tribes the ripe bananas are also used for brewing native beer. Often these are then mixed with maize flour. This beer is quite good, though thick and unfiltered.

A long pole with a knife at the end is used to cut down bananas.

SWAHILI BASIC COURSE

LESSON 53

LESSON 53

1. EXPRESSION STRUCTURE

a. Phonemes: Nothing new.

b. Morphemes: The future negative tense.

c. Syntax: The word order as apparent within the future negative tense.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Situational picture of soldiers requesting leave.

b. Cultural item: The African family rarely travels together, except when moving.

c. Lexical items:

lalamika	(complain)
tamaa	(hope, desire)
kata tamaa	(give up hope)
onana	(see each other)
vumilia	(be patient)
mamlaka	(authority)
nafasi	(time or space to see someone)
gari la moshi	(train, railroad)
stesheni	(station, train station)
ngojea	(wait for)
tikiti	(ticket)
basi	(bus)
teksi	(taxi)
livu	(leave)
kupata livu	(get leave)
kwenda livu	(go on leave)
kutema mate	(to spit)
faini	(fine, penalty)
toza faini	(pay penalty)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on future negative tense.

a. Sitakwenda.
Sitakuja.
Sitakula.
Sitasafiri.

b. Hutangojea.
Hutalala.
Hutalalamika.
Hutanunua.

c. Hatasafiri.
Hatacheza.
Hatauza.
Hatavumilia.

d. Hatutaona.
Hatutaonana.
Hatutapenda.
Hatutafuata.

e. Hamtafyeka.
Hamtaelekea.
Hamtajaribu.
Hamtauliza.

f. Hawatawinda.
Hawatalima.
Hawatajaza.
Hawataendesha.

2. Semantic drills.

a. Kwenda pwani.
Kaa pwani.

b. Askari wanalalamika.
Hawatalalamika.

c. Wamekata tamaa.
Hawatakata tamaa.

d. Walionana jana.
Wataonana kesho.

e. Kapteni ana mamlaka.
Mamlaka kutoa ruhusa.

f. Kwa gari la moshi.
Safiri kwa gari la moshi.

g. Atangojea stesheni.
Wataonana stesheni.

h. Aliamkia wazazi.
Aliamkia jamaa.

i. Askari watavumilia.
Askari hawatavumilia.

j. Atatungojea.
Hatatungojea.

k. Ananunua tikiti.
Tikiti ya gari la moshi.
Tikiti ya basi.

l. Nilikwenda kwa teksi.
Nilisafiri kwa gari.
Nilikwenda livu.

m. Usiteme mate hapa.
Utalipa faini.
Atakutoza faini.

n. Askari aliomba livu.
Askari aliomba ruhusa.
Askari alipata livu.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD SWAHILI DIALOGUE LESSON 53

1. Mbona askari wanalalamika?

   Wamekata tamaa kupata ruhusa leo.

2. Kapteni hatarudi kuonana nao?

   Hatarudi mpaka Jumatatu.

3. Hawataweza kupata ruhusa hata kesho?

   Ni lazima kuvumilia kidogo.

4. Wewe si una mamlaka kutoa ruhusa?

   La, Kapteni ana mamlaka.

5. Hutakwenda kuwaamkia wazazi wako?

   Sitaweza, sababu hawatakuwa nyumbani.

6. Hutasafiri kwa motokaa?

   La, nitasafiri kwa gari la moshi.

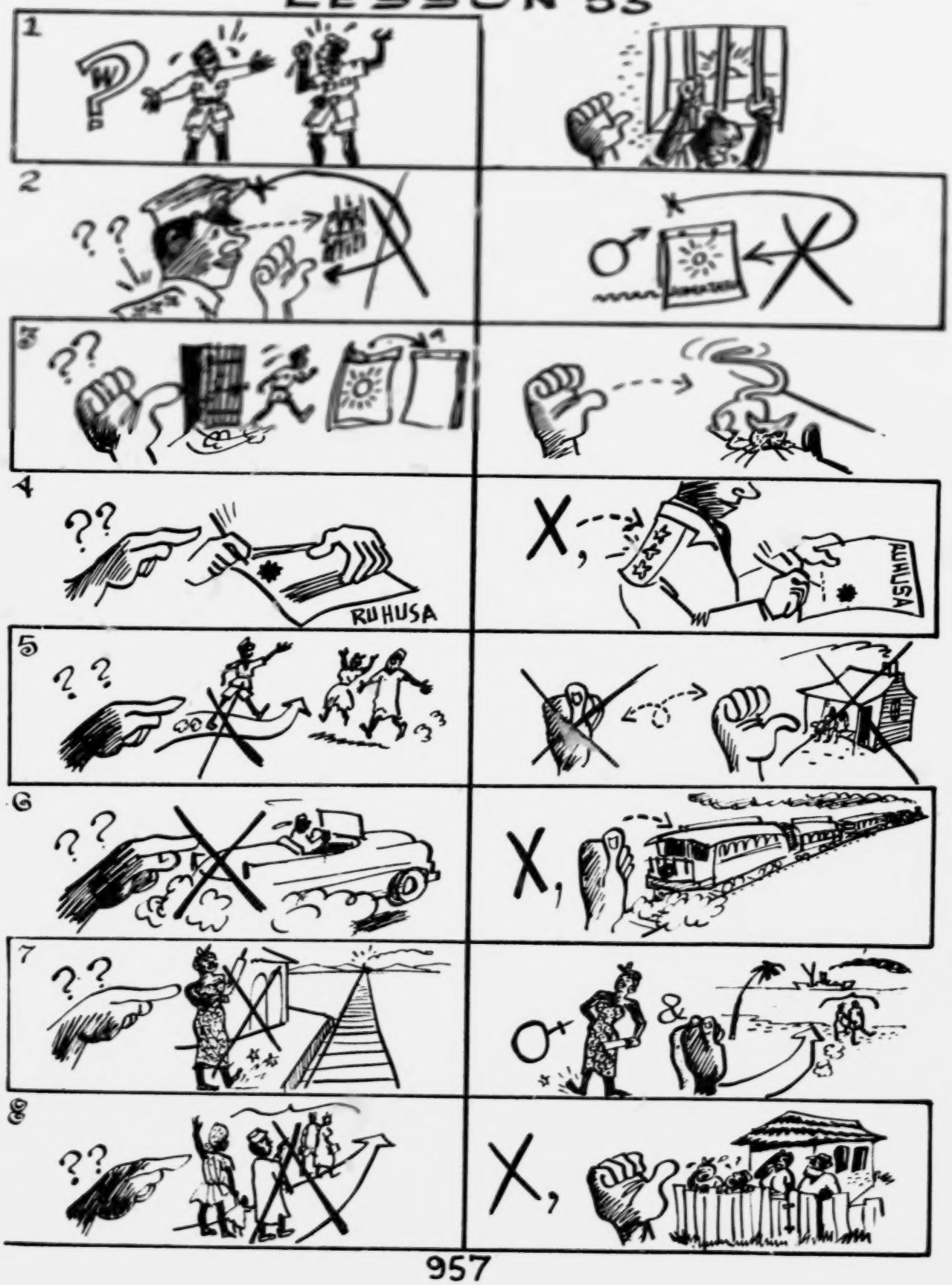
7. Mke wako hatakungojea stesheni?

   Ataningojea na tutakwenda pwani pamoja.

8. Hamtafuatana na watoto wenu?

   La, watabaki nyumbani na jamaa.

LESSON 53



1. Why are the soldiers complaining?

   They've given up hope of getting leave today.

2. Will the Captain not come back to see them?

   He won't come back until Monday.

3. Will they not be able to get off even tomorrow?

   They must be a little patient.

4. Don't you have authority to give leave?

   No, the Captain has that authority.

5. Will you not go to greet your parents?

   I will not be able, because they won't be home.

6. Are you not traveling by car?

   No, I'll travel by train.

7. Will your wife not wait for you at the station?

   She'll wait for me and we'll go to the coast together.

8. Will your children not go along?

   No, they'll stay home with relatives.

3rd PERIOD PATTERN DRILL I LESSON 53

Step 1.

1. Drills on the future negative.

a. Repetition Drill

Askari hawatalalamika.

Fatuma, wagonjwa, mgonjwa.

Mimi sitalalamika tena.

ninyi, wewe, wavuvi.

Rafiki hatakata tamaa mpaka kesho.

wanaume, mimi, watoto.

Substitution Drill

sisi: ----- hatutalalamika.

wewe, watoto, yeye.

angelalamika: ----- tungempiga.

ingia, kataa, kimbia.

askari: ----- hawatakata tamaa mpaka kesho.

sisi, mimi, yeye.

b. Repetition Drill

Sitarudi mpaka Jumatatu.

kwenda, jifunza, fanya kazi.

Hatapata ruhusa kesho.

toa, omba, kataa.

Hawatakuwa na mamlaka hapa.

pata, chukua.

Substitution Drill

mtoto: ----- hatarudi mpaka Jumatatu.

mimi, wanawake, sisi.

Kapteni: ----- hatapata ruhusa kesho.

ninyi, askari, sisi.

hawatakuwa na: ----- mamlaka tena.

pata, pewa.

c. Repetition Drill

Sisi hatutafuatana na watoto.

Karanja, mimi, Wamasai.

Rafiki ataningojea stesheni.

wewe, wakaguzi, Waislamu.

Hatutasafiri kwa gari la moshi.

miguu, ndege, mtumbwi.

Substitution Drill

wakulima: ----- hawatakuwa nyumbani.

mvuvi, sisi, mimi.

hutakwenda: ----- kuwaamkia wazazi.

weza, jaribu, kataa.

hawatasafiri: ----- katika gari la moshi.

kaa, lala, ngoja.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 53

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Mbona kijana hatarudi?
2nd: Kwa sababu atakuwa na kazi.

ninyi, askari, wanawake.

b. 1st: Askari watakata tamaa?
2nd: La, hawatakata tamaa.

mvuvi, ninyi, wewe.

c. 1st: Mtawaamkia wazazi?
2nd: La, hatutawaamkia.

ona, uliza, salimia.

d. 1st: Watarudi huko tena?
2nd: La, hawatarudi huko tena.

lala, ngoja, kaa.

e. 1st: Utasafiri Uganda?
2nd: La, sitasafiri Uganda.

rudi, kwenda, kaa.

5th PERIOD RECOMBINATION DRILL LESSON 53

Note: If facilities are available this period can be scheduled for a language lab session.

a. Ali hatacheza mpira?
Yeye hatacheza mpira tena.

wewe, sisi, vijana.

b. Atapata nafasi kurudi hapa tena?
Hatapata nafasi kurudi.

kukaa, kula, kupumzika.

c. Mtawatazama wagonjwa?
La, hatutawatazama.

saidia, salimia, pokea.

d. Wenyeji watatutisha?
La, hawatatutisha.

fukuza, amini, penda.

e. Ninyi mtawaamkia wazazi?
La, hatutawaamkia wazazi.

pokea, karibisha, tunza.

f. Wavuvi watavua samaki?
La, hawatavua samaki.

pata, leta, uza.

g. Wewe utangoja hapa?
La, sitangoja hapa.

kaa, iima, jenga.

h. Wanaume watawinda wapi?
Wanaume watawinda porini.

ninyi, wageni, sisi.

i. Ninyi mtaondoka saa ngapi?
Tutaondoka saa sita usiku.

walimu, mkulima, wewe.

j. Walimu walifundisha vizuri?
La, walifundisha vibaya.

ninyi, Ali, sisi.

k. Koplo hatakwenda nyumbani.

mimi, sisi, ninyi.

l. Askari walikata tamaa.

mwanafunzi, sisi, wewe.

m. Watapeleka habari kwa redio.

pata, sikia.

n. Askari wachache walipata ruhusa.

-ingi, -moja, -ote.

o. Kila mtoto atafanya kazi.

mtu, mwanafunzi, mkulima.

p. Watakaa pamoja na jamaa.

ondoka, safiri, ngoja.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Krismasi ni sikukuu kubwa, na askari walitaka ruhusa kwenda nyumbani. Walimngojea Kapteni muda mrefu. Lakini Kapteni alipeleka habari kwamba hatarudi mpaka kesho kutwa. Askari walikata tamaa na walilalamika sana. Sasa hawataweza kwenda nyumbani. Sajini Meja aliwaambia kwamba yeye hataweza kutoa ruhusa, ni lazima kuvumilia. Kapteni tu ana mamlaka kutoa ruhusa.

Baadaye Kapteni alirudi na askari wachache wali-pata ruhusa. Koplo mmoja alisema hatakwenda nyumbani. Wazazi wake hawatakuwa nyumbani. Sasa atasafiri kwa gari la moshi kwenda pwani. Mke wake atamngojea stesheni na watakwenda pamoja. Lakini watoto hawatakwenda, watakaa nyumbani. Watakaa pamoja na jamaa.

Step 2. Maswali.

Kwa nini askari walitaka ruhusa?
Walimngojea nani?
Kapteni atarudi lini?
Askari walifurahi?
Sajini Meja alisema nini?

Nani ana mamlaka kutoa ruhusa?
Askari walivumilia?
Walipata ruhusa baadaye?
Koplo mmoja alipata ruhusa vilevile?
Atakwenda nyumbani?

Wazazi wake watakuwa nyumbani?
Atakwenda wapi sasa?
Atasafiri kwa njia gani?
Mke wake atamngojea wapi?
Watoto watabaki wapi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

This is an introduction of the negative tenses. One of the first steps in forming the negative is the change of the usual subject prefix to a negative form. This is accomplished by prefixing HA. In the first 3 persons singular of the living Class this is a little irregular.

SI	>	I not
HU	>	you not
HA	>	he not
HATU	>	we not
HAM	>	you not
HAWA	>	they not

The future negative tense is the simplest step from the affirmative to the negative because the future tense sign TA remains the same. The only change is the negative subject prefix.

si		kwenda
hu		pata
ha		safiri
hatu	TA	kula
ham		onana
hawa		lalamika

si-ta-kwenda > sitakwenda (I shall not go)
hu-ta-pata > hutapata (you will not get)
ha-ta-safiri > hatasafiri (he will not travel)
hatu-ta-kula > hatutakula (we shall not eat)
ham-ta-onana > hamtaonana (you'll not see each other)
hawa-ta-lalamika > hawatalalamika (they will not complain)

If one should compare the word order in the negative construction in Swahili with that of English, we would have the following:

hatutasoma - lit.: not we shall read
instead of: we shall not read

II. Cultural Note

In the dialogue reference is made to soldiers going on leave, and some traveling with the family- or his wife - to the coast. Actually this would rarely happen. The African families rarely travel together on a vacation trip, or even a shopping trip. The man will do most of the traveling, and the woman will perhaps go to the local market.

Whole families would be seen traveling together when moving to another place of work. Normally the wife stays at home looking after the children and the home.

SWAHILI BASIC COURSE

LESSON 54

LESSON 54

1. EXPRESSION STRUCTURE

   a. Phonemes: Nothing new.

   b. Morphemes: Reinforcement of the future negative tense.

   c. Syntax: Nothing new.

2. CONTENT STRUCTURE

   a. Situational setting: (i) Classroom activities.
   (ii) Inspection of barracks.

   b. Cultural Item: Problems of hygiene.

   c. Lexical items:

kamanda	(commander)
diditii	(DDT)
blanketi	(blanket)
sugua	(polish, rub)
piga polishi	(to polish)
alama ya cheo	(insignia)
piga pasi	(to iron)
kabuti	(overcoat)
nyunyiza	(spray)
choo	(latrine)
mainzi	(fly, flies, insect)
mdudu	(insect)
chawa	(louse)
kunguni	(bed bug)
tundika	(hang up)
mpishi	(cook)
takataka	(rubbish)
kambi	(camp)
taratibu	(carefully, with care)
jikoni	(kitchen)
onya	(warn)

1st PERIOD PERCEPTION DRILL LESSON 54

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on imperatives with future tense.

a. Watakunja mablanketi.
Watakunja nguo.

b. Watatundika mablanketi.
Watatundika kabuti.

c. Watapiga pasi shati.
Watapiga pasi kaptula.

d. Watanyunyiza dawa.
Watanyunyiza diditii.

e. Watapiga polishi viatu.
Watapiga polishi mshipi.

f. Tutachoma takataka.
Tutafagia takataka.

2. Semantic drills.

a. Chawa ni mdudu.
Kunguni ni mdudu.

b. Mainzi ni wadudu.
Mbu ni wadudu.

c. Dawa ya kuua wadudu.
Diditii ni dawa kali.
Diditii ni dawa ya sumu.

d. Anakwenda choo.
Anasafisha choo.
Anafagia choo.

e. Watapanga kila kitu.
Kila kitu kitapangwa.

f. Kifungo cha koti.
Kifungo cha kabuti.

g. Alinyunyiza diditii.
Alinyunyiza dawa.

h. Mpishi anafagia jikoni.
Anafagia takataka.

i. Koplo alimwonya askari.
Alimwonya mpishi vilevile.

j. Askari walifanya bidii.
Walikazana kusafisha vibanda.

k. Wote walisugua vifungo.
Walisugua alama za cheo.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Sajini! Kamanda atakagua kambi leo.

   Vizuri, Effendi, kila kitu kitapangwa sawasawa.

2. Pitia katika vibanda na kagua vitanda.

   Watakunja mablanketi na kupanga mabeti pia.

3. Kila askari atasugua vifungo, alama za cheo na mishipi.

   Watapiga polishi kila kitu, hata viatu.

4. Watapiga pasi kaptula, shati na koti vilevile.

   Na watatundika kabuti zao sawasawa.

5. Nyunyiza dawa ya dididtii (DDT) popote.

   Hii ni dawa kali ya kuua wadudu, sivyo?

6. Ndivyo, itaua mbu, chawa na kunguni.

   Tumieni chooni kuua mainzi pia.

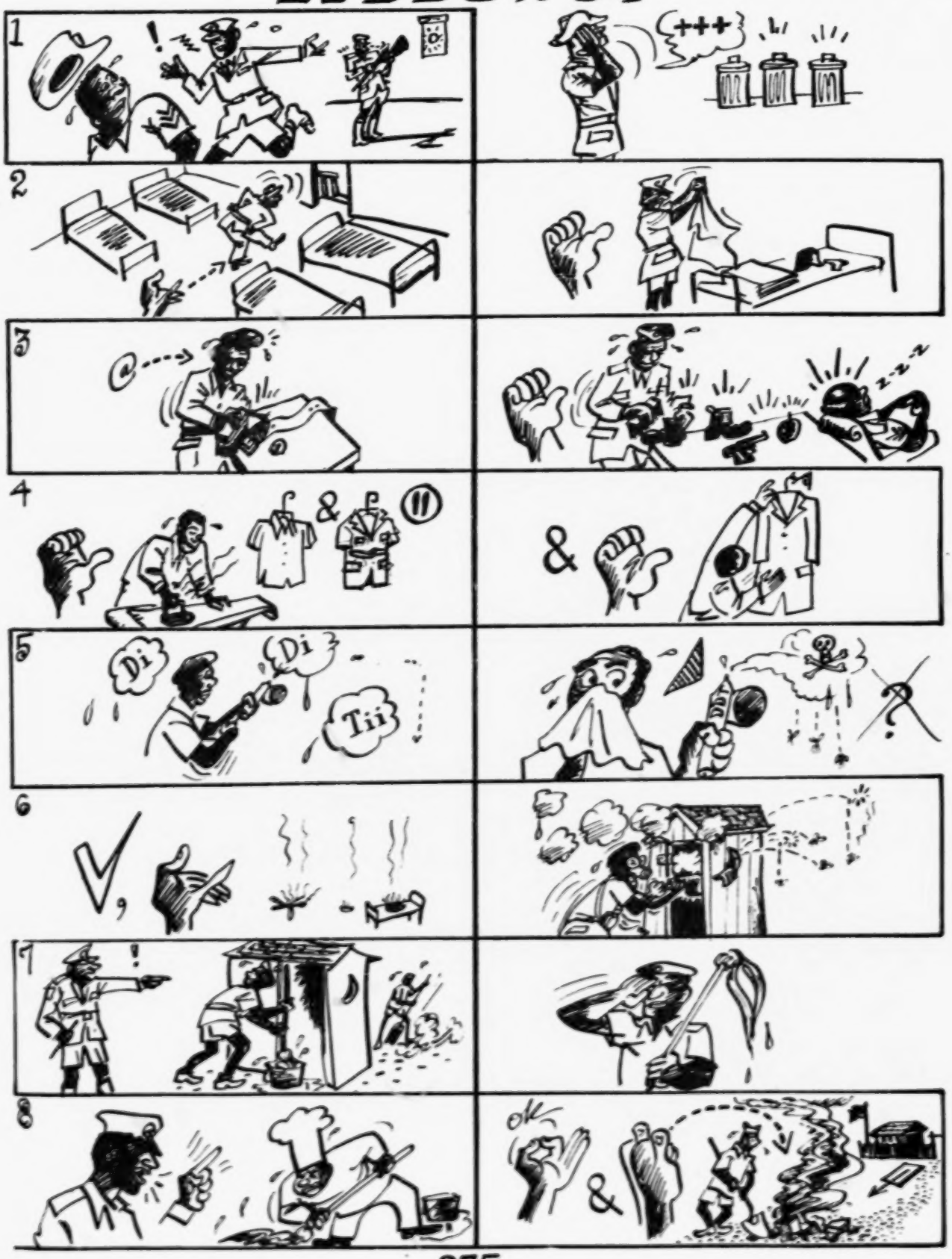
7. Wenye kufagia choo na kiwanja wakazane.

   Ndio, Effendi, nitafuata amri zako.

8. Mwonye mpishi atasafisha jikoni vizuri.

   Vizuri, hata takataka tutachoma nje ya kambi.

LESSON 54



1. Sergeant! The commandant will inspect camp today.

   Very well, Sir, everything will be in good order.

2. Pass through the barracks and inspect the beds.

   They'll also fold the blankets and arrange the equipment.

3. Each soldier will polish buttons, insignia and belt (buckles).

   They'll polish everything, including the boots.

4. They'll iron the pants, shirts and coats too.

   And they'll hang up their overcoats properly.

5. Spray some DDT everywhere.

   This is potent stuff for killing insects, isn't it?

6. Yes, it will kill mosquitoes, lice and bed bugs.

   Use it in the latrines to kill flies too.

7. Those detailed to clean latrines and sweep the grounds better do their best.

   Yes, Sir, I'll follow your instructions.

8. Warn the cook to clean the kitchen well.

   O.K., and we'll burn the rubbish outside of camp.

3rd PERIOD PATTERN DRILL I LESSON 54

Step 1.

1. Generalization drills on the future negative tense.

a. Repetition Drill

Kamanda hatatuamuru kuondoka.

ambia, omba, shauri.

Askari hawatasugua vifungo.

shona, nunua, leta.

Hatutanyunyiza dititii popote.

peleka, uza, tumia.

Substitution Drill

hataniamuru: Kamanda ----- kulala.

ambia, shauri, omba.

sisi: ----- hatutasugua vifungo.

ninyi, askari, mimi.

hatutatumia: ----- dititii popote.

hitaji, pata, peleka.

b. Repetition Drill

Sitamwonyesha mpishi kazi.

patia, pa, andika.

Alisema hatawaonya tena.

karibisha, saidia, pa livu.

Wanafunzi hawatapiga pasi kabuti.

tundika, sugua, pokea.

Substitution Drill

hutamfundisha: ----- kupiga viatu polishi.

onyesha, amuru, uliza.

chawa: ----- hawatarudi tena.

kunguni, mainzi, wadudu.

hawatasafisha: ----- choo leo.

tumia, bomoa, haribu.

c. Repetition Drill

Kamanda hatakagua kambi kesho.

tembelea, ingia, ona.

Mimi sitafagia choo tena.

jenga, tumia, haribu.

Hatutakunja blanketi jioni.

pata, uza, leta.

Substitution Drill

hawatakagua: Walisema ----- kambi kesho.

tembelea, ingia, ona.

Kimani: ----- hatafagia choo tena.

bomoa, haribu, safisha.

askari: ----- hawatakunja blanketi zao.

ninyi, mimi, Juma.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 54

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Kamanda atatuamuru kuondoka kesho?
2nd: La, yeye hatatuamuru kuondoka.

omba, shauri.

b. 1st: Askari watasugua vifungo?
2nd: La, hawatasugua vifungo.

ninyi, wewe, Kapteni.

c. 1st: Mtanyunyizia dididitii popote?
2nd: La, hatutanyunyizia dididitii popote.

peleka, tia, uza.

d. 1st: Utamwonyesha kukagua kambi?
2nd: La, sitamwonyesha kukagua kambi.

uliza, amuru, saidia.

e. 1st: Wamepanga mablanketi na mabeti?
2nd: Ndio, wamepanga yote.

leta, safisha, pokea.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Alitumia diditii kuua mbu?
Ndio, alitumia diditii.

nunua, chukua, leta.

b. Utafagia choo vizuri?
La, sitafagia choo vizuri.

safisha, tunza, kagua.

c. Mtachoma takataka zote?
La, hatutachoma takataka zote.

chukua, ondoa, peleka.

d. Wamepangusa mabeti yao?
Ndio, wamepangusa yote.

safisha, tengeneza, leta.

e. Amekagua vitanda?
Ndio, amekagua vitanda.

tengeneza, panga, nunua.

f. Askari watatundika kabuti?
La, hawatatundika kabuti.

wewe, ninyi, Juma.

g. Ninyi mlipata amri gani?
Tulipata amri kuondoka upesi.

wageni, wewe, yeye.

h. Mtatumia makombora kushambulia?
La, tutatumia bunduki za bombomu.

hitaji, chukua.

i. Kimani atasaidia kusafisha nyumba?
La, yeye hatasaidia kusafisha nyumba.

wewe, ninyi, wageni.

j. Mtajificha wapi usiku?
Tutajificha kando ya njia.

kaa, ngoja, lala.

k. Askari watakunja mablanketi.

leta, chukua, safisha.

l. Kamanda atakuja leo.

ondoka, fika, jitayarisha.

m. Kapteni anakagua kambi.

mimi, sisi, walinzi.

n. Diditii ni dawa kali sana.

kwinini, ile, hii.

o. Mpishi atachoma takataka.

ondoa, peleka.

p. Askari watapiga nguo zao pasi.

sisi, ninyi, wewe.

6th PERIOD SITUATIONAL APPLICATION LESSON 54

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Kamanda ni ofisa mkubwa. Yeye anapokagua kambi ni lazima kila kitu kuwa sawasawa kabisa. Kamanda atakuja leo na Sajini anatayarisha watu wote.

Askari katika vibanda wanatengeneza vitanda vizuri na wanakunja mablanketi sawasawa. Kila askari anasugua vifungo na mishipi, na anapiga polishi viatu vyake vyeusi. Halafu watapiga nguo zao pasi, hasa kaptula, shati na koti. Kabuti watundika juu ya vitanda.

Koplo atatoa amri kunyunyiza dawa ya diditii popote kuua wadudu kama chawa, kunguni, mainzi na mbu. Katika choo kuna mainzi wengi. Diditii ni dawa kali sana ya sumu. Ni lazima kutumia dawa hiyo taratibu. Wenye kufagia kiwanja wanasafisha choo vilevile. Hiyo si kazi nzuri, lakini ni lazima kwa afya.

Mpishi atasafisha jikoni na atachoma takataka nje ya kambi.

Step 2. Maswali.

Kamanda ni ofisa mdogo?
Atafanya nini leo?
Sajini anafanya nini sasa?
Askari wanafanya nini katika vibanda?
Nani anakunja mablanketi?

Kila askari anafanya nini na vifungo?
Wanapiga nini polishi?
Watafanya nini na nguo zao?
Kaptula/shati ni nguo za Askari?
Watatundika kabuti wapi?

Koplo atatoa amri kunyunyiza nini?
Diditii ni dawa gani?
Ni dawa ya kuua nini?
Mainzi wengi wako wapi?
Mpishi atafanya nini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

Nothing new. Revision of last two lessons advisable.

II. Cultural Note

Speaking now of the less civilized Africans, the peasants and hunters, one can see that concepts of hygiene are not very high. The digging of latrines is a new concept. It has been more convenient to go out into the bush. This draws flies, and sometimes contributes to the spread of intestinal parasites. Through schools, dispensaries and health services, the people are gradually made aware of the necessity for hygienic measures in order to prevent the spread of disease. Latrines, in order to be effective, have to be dug deep.

Bed bugs and lice are found in many places where hygienic precautions are not taken. These too contribute to the spread of some diseases. In some areas one has to watch out for ticks. When the walls are plastered with mud and there are many cracks in the walls, ticks may find good hiding places. Tick fever is a serious and near fatal sickness.

The newer type homes and buildings built by the more progressive people are built of cut stone, bricks or concrete blocks. The cement floors are smooth and can be scrubbed clean. Smooth plaster on the walls, and corrugated iron or aluminum roofing, all help keep the homes free from the various harmful insects.

DDT spray if carelessly used, contaminating foods, can be a great hazard to one's health. Some insects, notably flies, gradually get immume to DDT. Thus the use of poison sprays is sometimes of doubtful benefit.

In the physiotherapy department of Mulago Hospital, the teaching hospital for the Medical School at Makerere.

SWAHILI BASIC COURSE

LESSON 55

1. EXPRESSION STRUCTURE

a. Phonemes: Nothing new.

b. Morphemes: The negative present tense.

c. Syntax: Nothing new.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii)Refreshments in a café.

b. Cultural item: Attitude towards sweet items, such as candy, cake, etc.

c. Lexical items:

keki	(cake)
njaa	(hunger)
kiu	(thirst)
zidi	(increase, be more)
ofisa	(officer)
dhani	(think)
shiba	(be full, satisfied - after a meal)
hangaika	(anxious, in a dither)
mchele	(rice, the grain as harvested)
kipimo	(a measure, measurement) n.
kupima	(to measure) v.
unga	(flour)
pungua	(to be short of, be less)
punguza	(to decrease, lessen)
posho	(rations, daily food supply)
ratli, ratili	(pound, lb.)
wakia	(ounce, oz.)
danganya	(cheat, deceive)

1st PERIOD PERCEPTION DRILL LESSON 55

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production or minimum utterances.

1. Drill on present negative tense.

a. Siendi leo.
Sipendi chai.
Sioni dira.
Sitaki kisu.

b. Hununui kitu.
Hufanyi kitu.
Hutembei leo.
Huangalii watoto.

c. Hali keki.
Hanywi pombe.
Haji kesho.

d. Hatuoni kitu.
Hatuna njaa.
Hatusafiri leo.

e. Hamfanyi kazi.
Hamtengenezi chakula.
Hamfuati amri.

f. Hawasimami vizuri.
Hawafuati ramani.
Hawavui samaki.

2. Semantic drills.

a. Nina njaa.
Sina njaa.

b. Unapenda keki.
Hupendi keki.

c. Ana kiu.
Hana kiu.

d. Tutaburudika kidogo.
Heri kuburdika kidogo.

e. Labda hawezi.
Hawezi kuja.

f. Sukari kwa chai.
Hatutumii sukari.

g. Kutunza afya.
Kuharibu afya.

h. Njaa imezidi.
Watu wamezidi.

3. Response drill using new words.

a. Watu wengi wamekuja?
Ndio, wamezidi mia tatu.
Kazi imezidi leo?
Ndio, kazi imezidi sana.

b. Umepata chakula cha kutosha?
Asante, nimeshiba kabisa.
Wageni wanahangaika kwa njaa?
La, hawahangaiki, wameshiba.

c. Wenyeji wanapanda mchele hapa?
La, hawapandi mchele.
Askari watapata posho leo?
La, hawatapata leo, walipata jana.

d. Mwenye duka ana kipimo kizuri?
Ndio, anapima kila kitu sawasawa.
Yule mwingine adanganya watu?
La, hadanganyi watu.

e. Kipimo hiki kimepungua?
La, kimejaa sawasawa.
Atanunua ratli ngapi ya posho?
Atanunua ratli mbili na nusu.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Huendi kunywa chai leo?
   Siendi, sina nafasi. Kazi imezidi.

2. Si kitu, heri kuburudika kidogo.
   Vizuri, lakini siwezi kukaa sana.

3. Hutumii maziwa na sukari kidogo?
   Situmii sukari, lakini maziwa, ndio.

4. Hupendi keki kidogo?
   La, sina njaa, nina kiu tu.

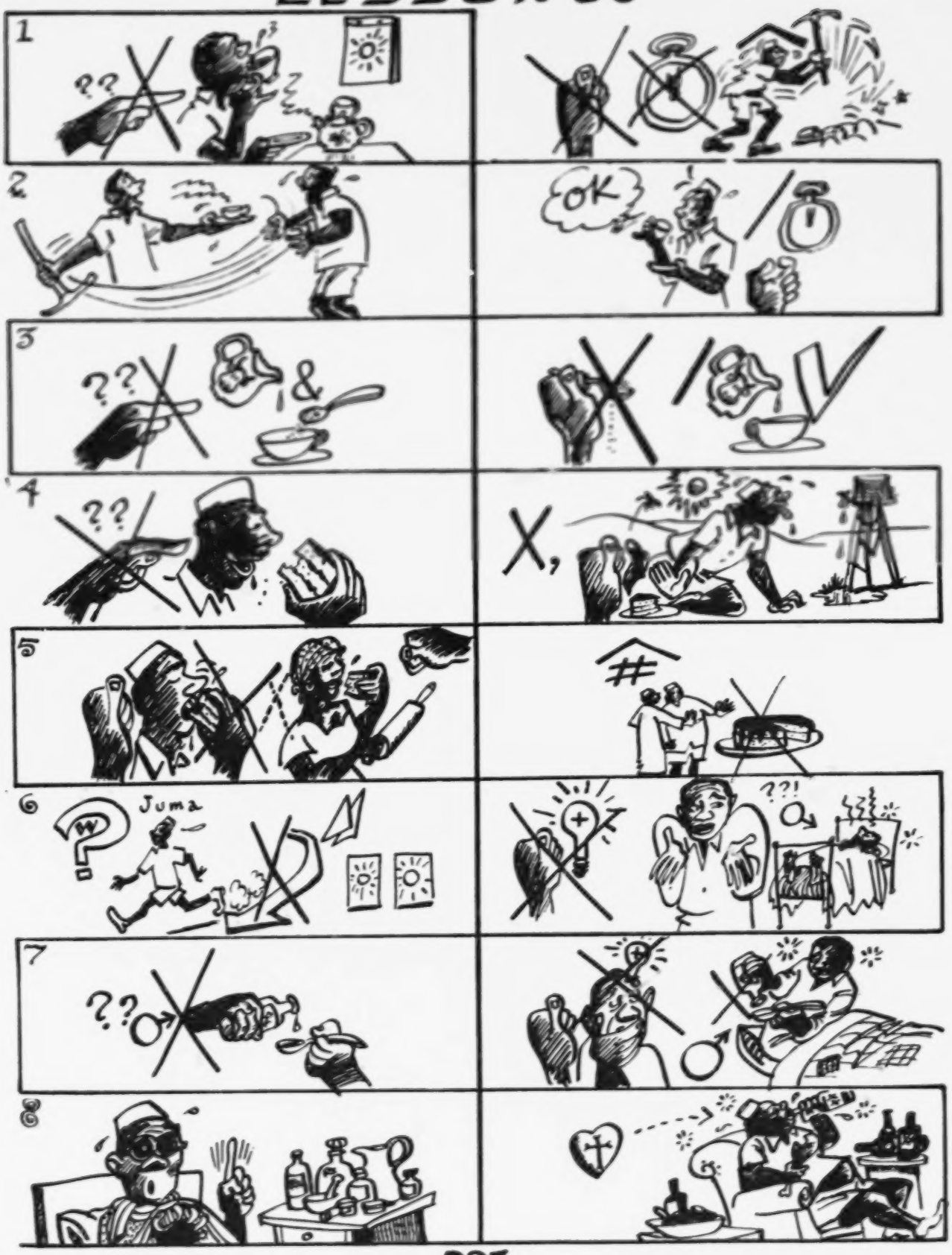
5. Mimi sili keki, hata mke wangu hali.
   Watu wengi hawatumii keki sana.

6. Kwa nini Juma haji siku hizi?
   Sijui, labda hawezi sababu ni mgonjwa.

7. Je, hapati dawa?
   Sidhani kwamba anakosa dawa.

8. Ni lazima kwa watu kutunza afya.
   Kweli, afya si kitu cha kuharibu.

LESSON 55



2nd PERIOD ENGLISH DIALOGUE LESSON 55

1. Aren't you going to drink tea today?

   I'm not going, I have no time. Too much work.

2. Never mind, better to refresh (relax) a little.

   O.K., but I can't stay long.

3. Don't you use milk and a little sugar?

   I don't use sugar, but milk, yes.

4. Don't you like some cake?

   No, I'm not hungry, I'm only thirsty.

5. I don't eat cake, nor does my wife eat it.

   Many people don't use cake much.

6. Why isn't Juma coming these days?

   I don't know, perhaps he can't because he's sick.

7. Doesn't he get medicine?

   I don't think that he lacks medicine.

8. People have got to take care of their health.

   True, health is not to be ruined.

Step 1.

1. Drills on the present tense negative.

a. Repetition Drill

Sinywi kitu leo.

taka, tumia, pata.

Hataki kuburudika.

hitaji, penda.

Hatutumii keki.

taka, uza, kula.

Substitution Drill

sitaki: ----- chakula hiki.

kula, penda, ngojea.

sisi: ----- hatuchukui matunda haya.

wanawake, mimi, ninyi.

Juma: ----- hapendi vitu hivi.

wanaume, kijana, mimi.

b. Repetition Drill

Hatupati chai hapa.

kunywa, nunua, uza.

Hamji hapa siku hizi.

tembea, lima, kaa.

Hawaendi Nairobi leo.

fika, rudi, kaa.

Substitution Drill

watoto: ----- hawana njaa.

sisi, mimi, mwalimu.

hawatumii: ----- ratli kupima posho.

hitaji, taka.

hatuhangaiki: ----- tena.

rudi, pangusa, pima.

c. Repetition Drill

Sili keki siku hizi.

penda, nunua, tengeneza.

Juma haji siku hizi.

wewe, ninyi, watoto.

Ali hatumii maziwa.

sisi, ninyi, walimu.

Substitution Drill

hamwendi: ----- huko leo.

rudi, tembea, kaa.

mbuzi: ----- hawali hapa.

mimi, sisi, ninyi.

watu: ----- hawa hawataki kuondoka.

mtoto, simba, mbwa.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 55

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Hunywi chai leo?
2nd: Sinywi chai leo.

taka, peleka, hitaji.

b. 1st: Hapeleki maziwa sokoni?
2nd: Hapeleki maziwa leo.

pata, nunua, uza.

c. 1st: Hatupati maembe mengine?
2nd: Hampati maembe tena.

chukua, peleka, uza.

d. 1st: Hamli pamoja na watoto?
2nd: Hatuli pamoja na watoto.

kwenda, cheza, lima.

e. 1st: Hawapendi matunda haya?
2nd: Hawapendi matunda haya.

kula, shiba, tamani.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Huchukui mizigo yote?
La, sichukui yote.

uza, peleka, nunua.

b. Hauzi viatu hivi?
La, hauzi viatu hivi.

vaa, safisha, pangusa.

c. Hatuli matunda mengine?
Hamli mengine.

pata, peleka, tafuta.

d. Mtakwenda Nairobi leo?
La, hatutakwenda Nairobi.

rudi, safiri, fika.

e. Watapeleka barua hizi?
La, hawatapeleka barua hizi.

soma, weka, funga.

f. Utapata maziwa mazuri?
Ndio, nitapata maziwa mazuri.

kunywa, uza, chukua.

g. Utauza shamba hilo.
Sitauza shamba hilo.

lima, ona, nunua.

h. Maofisa walikutana wapi?
Walikutana njiani.

sisi, ninyi, watoto.

i. Watu hao watakula nini?
Hawatakula kitu.

mtoto, wanafunzi, mwalimu.

j. Juma ni mgonjwa?
La, si mgonjwa.

wewe, sisi, hao.

k. Kule mgahawani mnakula nini?
Hatuli kitu kule mgahawani.

fanya, pata, tafuta.

l. Ofisa mpya atafika kesho.

wanafunzi, mwalimu.

m. Sitakubali kwenda mgahawani.

jaribu, hitaji, tamani.

n. Alitumia maziwa na sukari.

taka, leta, uza.

o. Sitaweza kufika mjini.

tamani, jaribu, faulu.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Maofisa wawili wamekutana njiani. Mmoja anakwenda mgahawani na mwingine ofisini. Yule wa kwanza anasema: "Njoo mgahawani kwa chai kuburudika kidogo." Lakini mwingine anajibu kwamba hawezi, sababu hana nafasi, kazi imezidi. Yule wa kwanza anasema "Si kitu, ni vizuri kutunza afya na kuburudika." Sasa yule mwingine anakubali na anakwenda pamoja.

Kule mgahawani wanaketi karibu na meza na wanajipatia chai. Mmoja anatumia maziwa na sukari, mwingine hatumii kitu. Mmoja anakula keki, mwingine hali keki, anasema hana njaa, ana kiu tu.

Rafiki yao, Juma, ni mgonjwa. Hawezi kufika mgahawani. Walitambua ya kwamba afya ni kitu cha kutunza sana. Ugonjwa unaleta hasara, si faida.

Step 2. Maswali.

Nani wamekutana njiani?
Wa kwanza anakwenda wapi?

Wa pili anakwenda wapi?
Wa pili ana nafasi?
Kwa sababu gani anakosa?

Yule wa kwanza anasema nini?
Wa pili anakubali kwenda pamoja?
Wote wanatumia maziwa na sukari?
Wote wanakula keki?
Kuburudika ni njia ya kutunza afya?

Nani mgonjwa?
Anaweza kufika mgahawani?
Walitambua nini?
Ugonjwa unaleta faida?
Juma ni rafiki yao?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

The present negative tense has no tense sign. In place of that it has a vowel change at the end of the verb. All verbs ending in "a" change this to "i". Words ending with another vowel like "u" carry no change.

The subject prefixes are in the negative form as taught in the preceding two lessons.

si	-	jui	(jua > jui)
hu	-	fanyi	(fanya > fanyi)
ha	-	li *	(kula > ~~ku~~li)
hatu	-	fahamu	(fahamu)
ham	-	sikilizi	(sikiliza > sikilizi)
hawa	-	ji *	(kuja > ~~ku~~ji)

* Note that verbs of one syllable like: ku-la, ku-nywa, ku-ja, etc. drop the infinitive particle "ku" and the remaining syllable is treated like all other verbs. The fact that these words are so short can be confusing at first, as one feels that they are hardly recognizable.

sijui	(I don't know)
hufanyi	(you don't do)
hali	(he doesn't eat)
hatufahamu	(we don't understand)
hamsikilizi	(you don't listen)
hawaji	(they aren't coming)

II. Cultural Note

Africans, as a rule, speaking especially of rural communities, are not very fond of candy and excessively sweet stuff. Small children may suck on the occasional bit of candy, but otherwise the people are not too thrilled. When offered ice cream, sweetly frosted cake, and candy, they often refuse it. One thing they do like, however, is plenty of sugar in their tea or coffee.

Two coy Chagga girls.

SWAHILI BASIC COURSE

LESSON 56

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LESSON 56

1. EXPRESSION STRUCTURE

a. Phonemes: Nothing new.

b. Morphemes: Generalization and review of negative tenses, the conditional, and the A tense.

c. Syntax: Nothing new.

2. CONTENT STRUCTURE

a. Situational setting: (i) Classroom activities.
(ii) Buying a train ticket to Mombasa.

b. Cultural item: Traveling by train in E. Africa.

c. Lexical items:

umbali	(distance)
kadiri	(approximately)
bahati	(luck)
kifaru	(rhinoceros)
nauli	(fare)
klasi	(class)
kiwanja cha ndege	(airport)
fikishwa	(be taken to, transported)
kusudia	(to intend)
arifiwa	(be informed)
tumaini	(hope, trust)
achana	(separate from, leave, branch off)
chunga	(herd cattle, take care of)
reli kuu	(main line)
pangusa	(wipe off, dust off)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills using new expressions.

a. Umbali wa maili sita.
Kadiri ya maili sita.
Ni mbali kadiri ya maili kumi.
Huo ni umbali kutoka hapa.

b. Bahati mbaya.
Bahati nzuri.
Bahati njema.
Una bahati, mimi sina.

c. Kifaru ni mnyama mkubwa.
Kifaru ana pembe.
Kifaru ni mkali sana.
Kifaru yule ametushambulia.

d. Nauli kwa klasi ya kwanza.
Nauli kwa klasi ya pili.
Nauli ni gharama ya tikiti.
Alilipa nauli ya Sh. 60/-.

e. Walifika stesheni salama.
Walifikishwa kwa teksi.
Walifikishwa kiwanjani.
Walifikishwa kwa reli.

f. Hawakusudii kukawia pale.
Hatutumaini kufika upesi.
Tutaarifiwa lini habari?
Hatutaarifiwa leo.

g. Wamasai wachunga ng'ombe.
Mwuzaji achunga mali yake.
Reli kuu kutoka Nairobi mpaka Mombasa.
Wangeachana na reli kuu hapo Voi.

2. Generalization and response drills.

a. Umepoteza pesa zako?
Naam, sina bahati leo.

b. Waliona wanyama wengi?
Ndio, walikuwa na bahati kweli.

c. Mgeni aliona vifaru?
Kwa bahati aliona vifaru watatu.

d. Mombasa ni mbali?
Si mbali sana.

e. Ni umbali wa məili ngapi?
Ni umbali wa maili mia tatu.

f. Nauli ni shilingi ngapi?
Ni shilingi sabaini.

g. Nauli kwa klasi ya pili, je?
Ni shilingi arobaini tu.

h. Mliachana wapi?
Tuliachana kule Arusha.

i. Mlifikishwa salama?
Ndio, dreva wa teksi ni hodari.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Ungeweza kuniambia umbali kutoka Nairobi kwenda Mombasa?

   Ndio, kwa reli ni kadiri ya maili mia tatu.

2. Je, barabara ya motokaa yafuatana na njia ya reli?

   Ndio, na kwa sehemu kubwa inapitia porini.

3. Kwa bahati tungeona wanyama wengi njiani?

   Sijui, mara nyingi hawaonekani sana.

4. Twatumaini tutakuwa na bahati na tutaona vifaru.

   Ningefurahi kama mngefaulu kuwaona.

5. Je, nauli mpaka Mombasa kwa reli ni ngapi?

   Klasi ya kwanza ni 70/-, na ya pili ni 40/-.

6. Ungenipa tikiti mbili klasi ya kwanza basi.

   Vema, hapa tikiti zako; usizipoteze.

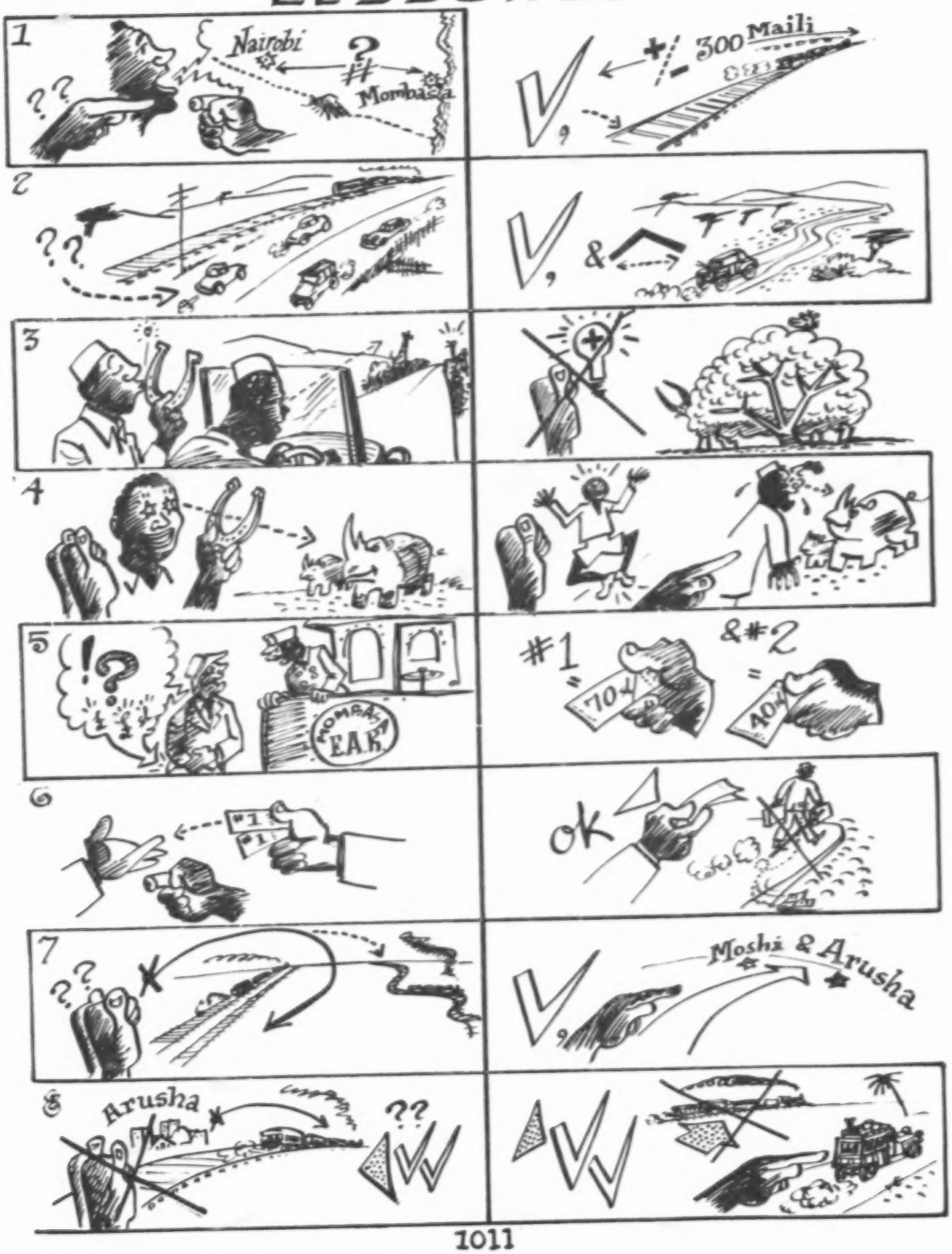
7. Tungeweza kupitia njia nyingine tutakaporudi?

   Naam, mngeweza kupitia Moshi na Arusha.

8. Hatutaendelea kwa gari la moshi kutoka Arusha, sivyo?

   Ndivyo, hakuna reli kule, mtasafiri kwa basi.

LESSON 56


1
Nairobi
?
Mombasa
300 Maili
2
3
4
5
#1 = 70/-
&#2 = 40/-
6
OK
7
Moshi & Arusha
8
Arusha
??

2nd PERIOD ENGLISH DIALOGUE LESSON 56

1. Could you tell me the distance from Nairobi to Mombasa?

   Yes, by rail it's approximately 300 miles.

2. Does the motor road follow along the tracks?

   Yes, and for a great portion it passes through bush country.

3. With some luck would we see much game along the road?

   I don't know, often they don't show themselves much.

4. We hope we'll be lucky and we'll see rhinos.

   I'd be glad if you'd succeed in seeing them.

5. Say, what's the fare by train to Mombasa?

   First class is 70/- and second class 40/-.

6. Well, give me two first class tickets then.

   O.K., here are your tickets; don't lose them.

7. Could we come back by another way?

   Yes, you could go by way of Moshi and Arusha.

8. We won't travel by rail from Arusha, is that right?

   That's right, there's no railroad there, you'll travel by bus.

Step 1.

1. Generalization drills on the conditional tenses.

a. Repetition Drill

Tungalikwenda tungalipata bahati.

ondoka, kaa, ngoja.

Wangalitembea kadiri ya maili kumi.

safiri, kwenda.

Ningependa kuona kifaru.

tumaini, jaribu, furahi.

Substitution Drill

tungalifurahi: Tungalipata bahati -----.

ondoka, rudi, kaa.

basi: Wangelipa nauli kubwa kwa -----.

motokaa, gari la moshi.

ningetosheka: Ningeona kifaru -----.

toroka, ogopa, kimbia.

2. Generalization drills on the future and present tense negative.

a. Repetition Drill

Sikusudii kulala napa.

tumaini, taka, penda.

Hamwendi Arusha kesho.

ondoka, fika, lala.

Hasafiri kwa reli leo.

miguu, gari la moshi, motokaa.

Substitution Drill

sili: ----- kitu mpaka kesho.

taka, nunua, uza.

hatukusudii: ----- kukaa sana.

taka, jaribu, tumaini.

hawasafiri: ----- maili nyingi leo.

enda, tembea.

3. Generalization drills on the 'A' tense.

a. Repetition Drill

Twatumaini kufika Moshi leo.

kusudia, tamani, taka.

Mwaarifiwa habari kwa redio.

letewa, sikiliza, pata.

Ataka kupangusa viatu.

tumaini, jaribu, penda.

Substitution Drill

natumaini: ----- kuendelea mpaka Moshi.

taka, tamani, kusudia.

asikia: ----- habari kwa redio.

tuma, pata.

twaanza: ----- safari sasa.

funga, enda.

Step 2. Clab Session

After each group of repetition and substitution drills there will be a short clab session to reinforce those drills.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 56

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wewe ungelipa pesa ngapi kwa tikiti?
2nd: Ningelipa shilingi themanini.

ninyi, sisi, Mutiso.

b. 1st: Tungalipitia huko tungaliona vifaru?
2nd: Tungaliona vifaru wengi sana.

rudi, kwenda, kaa.

c. 1st: Mwataka tikiti za klasi gani?
2nd: Twataka tikiti za klasi ya kwanza.

nunua, pata, leta.

d. 1st: Unatumaini kufika Moshi leo?
2nd: La, situmaini kufika Moshi leo.

kusudia, taka.

e. 1st: Atafanya kazi kwenye kiwanja cha ndege?
2nd: La, hatafanya kazi huko.

pata, tafuta, kupa.

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5th PERIOD RECOMBINATION DRILL LESSON 56

Note: If facilities are available this period can be scheduled for a language lab session.

a. Umbali gani kutoka hapa mpaka pale?
Ni kama maili mia moja.

-wili, -tatu, -nne, -tano.

b. Mngalifikishwa wapi siku hiyo?
Tungalifikishwa Arusha.

kwenda, lala, kaa.

c. Mwatumaini kufuata reli kuu?
Ndio, twatumaini kufuata reli kuu.

taka, kusudia.

d. Ningelipa ngapi kwa nauli?
Ungelipa senti thelasini tu.

ishirini, kumi na tatu, hamsini.

e. Ali atamsaidia kutafuta kazi?
La, hatamsaidia.

sisi, wewe, ninyi.

f. Ungalipata tikiti ungalizipoteza?
Ndio, ningalizipoteza.

tumia, weka, uza.

g. Mwatafuta vifaru porini?
La, twatafuta simba.

winda, fuata.

h. M1isafiri kadiri ya maili ngapi?
Tulisafiri kadiri ya maili mia nane.

-wili, moja, -tatu, tisa.

i. Utapitia njia gani utakaporudi?
Nitapitia njia ya reli kuu nitakaporudi.

kwenda, kuja, ondoka.

j. Tutaendelea kwa reli kutoka Arusha?
La, hakuna reli kati ya Arusha na Nairobi.

safiri, kwenda.

k. A1itusaidia kupata tikiti.

1ipa, peleka.

1. Tungalipenda kuona bandari.

jaribu, furahi, tamani.

m. Walitayarisha kamera zao.

uza, haribu, poteza.

n. Tunatumaini kuona wanyama wengi.

furahi, jaribu, kusudia.

o. Watakwenda pwani kwa motokaa.

safiri, fika, rudi.

p. Gari 1a moshi halipitii hapa.

kuja, fika, rudi.

6th PERIOD SITUATIONAL APPLICATION LESSON 56

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wageni wawili kutoka Amerika walifika Nairobi kwa ndege. Kutoka kiwanja cha ndege walifikishwa mjini Nairobi. Kule walijipatia nafasi katika hoteli kubwa, yaani New Stanley. Baada ya kuzunguka mjini siku chache walikusudia kutembelea zaidi nchi nzima ya Kenya na Tanganyika. Hivyo walifunga mizigo yao na walifikishwa stesheni kwa teksi.

Kule stesheni karani aliwajulisha kwamba nauli kutoka Mombasa kwenda pwani Mombasa ni Sh. 70/- klasi ya kwanza. Wageni wangalipenda kuona bandari hiyo. Hivyo walinunua tikiti zao. Walipoarifiwa kwamba gari la moshi litapitia sehemu kubwa ya pori walitumaini kuona wanyama wakubwa, hasa tembo na vifaru. Walitayarisha kamera zao kupiga picha. Kwa bahati njema walitumaini kuona wanyama wengi.

Wakati wa kurudi Nairobi walikusudia kushika njia nyingine. Wangaliachana na njia kuu ya reli kule

6th PERIOD SITUATIONAL APPLICATION LESSON 56

Voi na kuendelea Tanganyika. Kutoka Voi mpaka Moshi ni umbali wa maili mia moja tu. Kule wangaliweza kuona mlima mkubwa wa Kilimanjaro. Juu ya mlima kuna barafu na theluji.

Kutoka Moshi wangepitia Arusha karibu na mlima Meru. Halafu wangepitia pori kubwa mahali Wamasai wanapochunga ng'ombe wengi, na hivyo wangefika Nairobi tena.

Step 2. Maswali.

Nani alifika Nairobi?
Walikaa katika hoteli gani?
Walikusudia kufanya nini baada ya kuzunguka mjini?
Walifikishwa stesheni kwa njia gani?
Nauli kwenda Mombasa ilikuwa shilingi ngapi?

Wageni walitaka kuona nini Mombasa?
Njiani walitumaini kuona wanyama gani?
Walijitayarisha kufanya nini?
Wakati wakurudi walikusudia kupita wapi?
Wangaliachana na reli kuu wapi?

Ni maili ngapi kutoka Voi mpaka Moshi?
Moshi ni karibu na mlima gani?
Kuna nini juu ya mlima Kilimanjaro?
Wangeendelea wapi kutoka Moshi?
Wamasai wanafanya nini porini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

In review, you have so far learned the following verb tenses:

Affirmative	tense sign	
Present:	NA	ninapenda
Past:	LI	nilipenda
Future:	TA	nitapenda
Perfect:	ME	nimependa
Pres. Conditional:	NGE	ningependa
Past Conditional:	NGALI	ningalipenda
Simple Present:	A	napenda

Negative

Present	no tense sign final a > i	sipendi
Future	TA	sitapenda

Imperative forms

Affirmative,	singular:	penda
	plural:	pendeni

Make sure that you understand them all and are able to use all these forms without hesitation.

II. Cultural Note

The trains in East Africa are not fast express trains. Travel is leisurely, but quite comfortable. From the coast to Nairobi the mainline climbs to over 5,000 ft. altitude in 300 miles. Then from Nairobi into the highlands in the next 150 miles it will climb to an altitude of some 9,000 feet.

The passenger cars are somewhat on the continental style. There are cheap third class coaches, but it is advisable to travel second, or preferrably first class. Traveling that way one gets away from coaches and one travels in compartments or cabins. These are either with two upholstered settee type seats, seating 4 comfortably, and sleeping 4 by letting down upper bunks, or with one bunk accommodating two people. There is a fine dining car service with rather good meals available for the first and second class passengers.

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DEFENSE LANGUAGE INSTITUTE

SWAHILI

BASIC COURSE

VOLUME V
LESSONS 57-70

AL 002 124

DEPARTMENT OF DEFENSE

S W A H I L I

Basic Course

Volume V

Lessons 57 - 70

March 1964

DEFENSE LANGUAGE INSTITUTE

PREFACE

The Swahili Course, consisting of 145 lessons in 10 volumes, is one of the Defense Language Institute's Basic Course Series. The material was developed at the Defense Language Institute and approved for publication by the Institute's Curriculum Development Board.

The course is designed to train native English language speakers to Level 3 proficiency in comprehension and speaking and Level 3 proficiency in reading and writing Swahili. The texts are intended for classroom use in the Defense Language Institute's intensive programs employing the audio-lingual methodology. Tapes accompany the texts.

All inquiries concerning these materials, including requests for authorization to reproduce, will be addressed to the Director, Defense Language Institute, U. S. Naval Station, Anacostia Annex, Washington, D. C. 20390.

C. W. CHANEY
Colonel, U.S. Army
Director

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SWAHILI BASIC COURSE

LESSON 57

LESSON 57

1. LANGUAGE STRUCTURE

a. Morphology: The Negative Past Tense. Tense prefix KU.

2. CONTENT STRUCTURE

a. Situational Picture: Lights in a home.

b. Cultural Note: Common use of proverbs and sayings.

c. Lexical items:

taa	(lamp)
fanusi	(lantern)
tochi	(torch, flashlight)
mafuta ya taa	(lamp oil, kerosene)
utambi	(wick)
chemli	(lamp glass, globe)
waka	(be alight, burn)
taa ya sitima	(electric light)
giza	(darkness)
mwangaza	(light) opposite darkness
swichi	(switch)
mshumaa	(candle)
ng'aa	(be bright, shine)
mulika	(shine on something, throw a light)
pandisha	(raise, make it go up)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the negative 'ku' tense.

a. Sikufanya kazi.
Sikucheza mpira.
Sikutoa amri.

b. Hukurudi jana.
Hukutengeneza chakula.
Hukumsaidia mgeni.

c. Hakumpa pesa.
Hakunisaidia.
Hakutueleza.

d. Hatukuweza kumaliza.
Hatukufahamu vizuri.
Hatukupokea vitabu.

e. Hamkurudisha vyombo.
Hamkuandika barua.
Hamkuwaambia habari zote.

f. Hawakujizoeza leo.
Hawakuniambia kitu.
Hawakukukumbuka wewe.

2. Drills using new expressions.

a. Washa taa.
Zimisha taa.
Mulika taa.

b. Taa ya mafuta.
Taa ya sitima.
Mafuta ya taa.

c. Utambi wa taa.
Pandisha utambi.
Tia utambi mpya.

d. Chemli ya taa.
Pangusa chemli.
Chemli imepasuka.

e. Panusi ni taa ya mafuta.
Tochi ni taa ya betri.
Taa ya meza ni ya sitima.

f. Kuna giza sasa.
Wakati wa giza.
Wakati wa mchana.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Washa taa, giza imeingia.
   Siwezi, hakuna mafuta ya taa.

2. Hukukumbuka kununua mafuta leo?
   Sikuweza kufika mjini.

3. Kwa nini hukuweza?
   Motokaa yangu haikuwaka stati.

4. Ninyi hamna taa za sitima?
   La, hatukupata taa hizo bado.

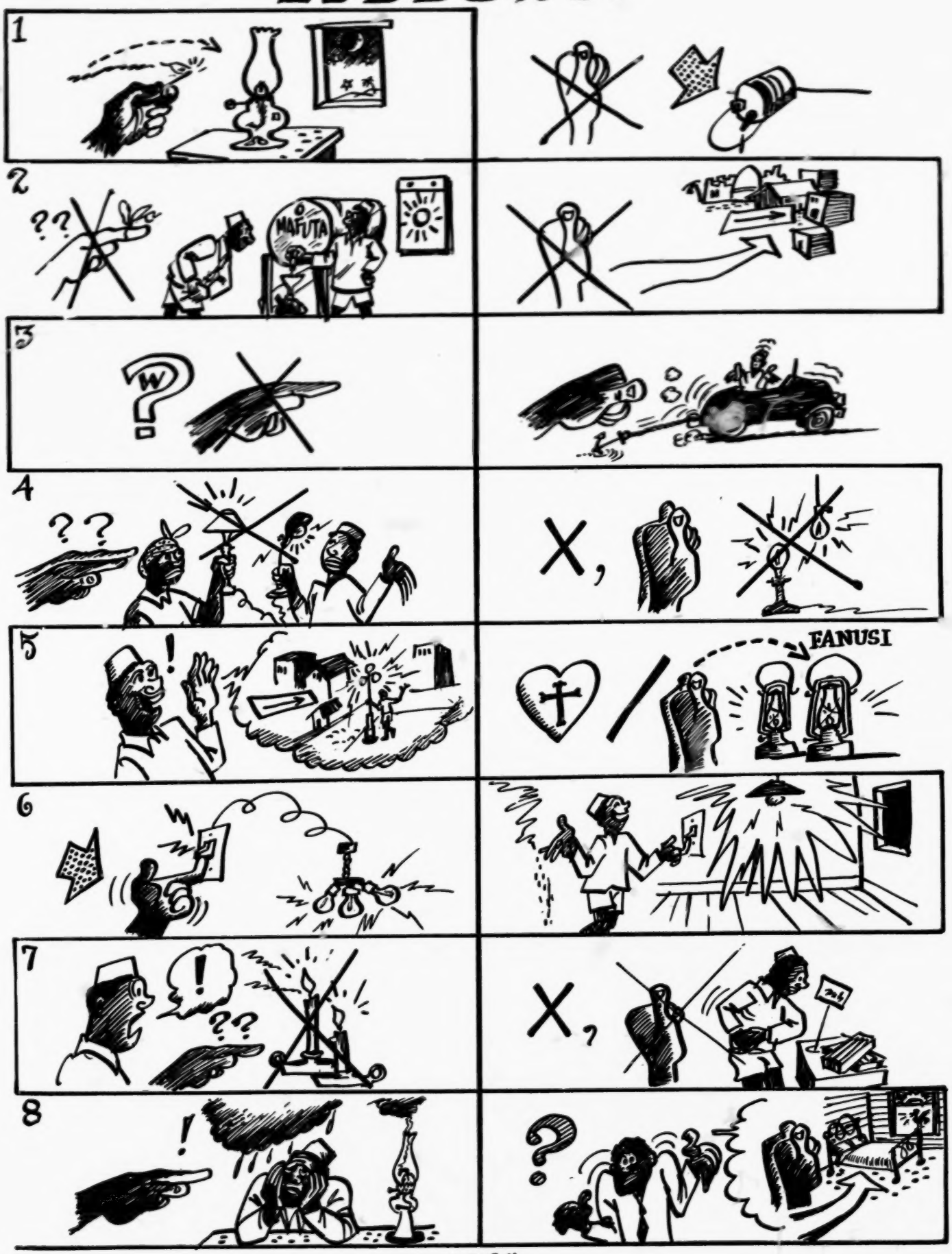
5. Lo! Kule mjini hatukuona shida.
   Kweli, lakini sisi tuna fanusi tu.

6. Kule, ni kugusa swichi tu, na taa zawaka.
   Rahisi kweli, na chumba chajaa mwangaza.

7. Je, huna mshumaa hapa?
   La, sikununua mishumaa bado.

8. Wee ni maskini kweli!
   Nitafanyaje? Tutakwenda kulala mapema.

LESSON 57



1. Light the lamp, darkness has come.

   I can't, there is no lamp oil.

2. Did you not remember to buy oil today?

   I was not able to get into town.

3. Why weren't you able?

   My car wouldn't start.

4. Don't you have electric lights?

   No, we didn't get those yet.

5. My! There in town, we didn't have this difficulty.

   True, but we have only a lantern.

6. Over there it's only a matter of touching a switch,and the lights are on.

   That's sure easy, and the room is flooded with light.

7. Say, don't you have a candle here?

   No, I have not bought candles yet.

8. You sure are in a poor fix!

   What can I do? We'll just go to bed early.

b. Hawakuzima: Wageni ---------- taa zao.
leta, haribu, chukua

c. Hakuwa na: -------- taa za sitima.
nunua, pata, tumia

d. Hatukuona: -------- shida kule njini.
kuwa na, pata

e. Mimi: ------- Sikuwasha taa za sitima
yeye, sisi, watoto

f. Motokaa: ----- yangu haikuwaka stati.
lori, pikipiki

g. Juma: Sikumkumbusha ----kuleta mishumaa.
wageni, wewe, ninyi

h. Sisi: ----- hatutakaa gizani.
mimi, yeye, ninyi

i. Yeye: ---- hakutumulika kwa tochi.
wao, wewe, ninyi

Step 2. Language clab session (if applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the clab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue and pattern drill practice.

b. Written work based on lesson 37.
c. Short narration based on picture.

Step 1. Drills on the Negative Past Tense 'Ku'

1. Repetition Drill

a. Ali hakukumbuka kuwasha taa.

mimi, sisi, wageni

b. Hawakununua mafuta ya taa.

leta, tumia, hitaji

c. Hatukupata mwangaza wa kutosha.

kuwa na, ona, pata

d. Hawakunileta fanusi yangu.

rudishia, tengenezea

e. Sikutumia swichi kuwasha taa.

hitaji, tafuta, ona

f. Alitafuta utambi lakini hakuupata.

taa ya sitima, mishumaa

g. Kimani hakuchukua tochi yake

leta, tumia, uza

h. Utambi huo haukufaa kitu.

motokaa, vitabu, pesa

i. Hawakupata mwangaza wa kutosha.

leta, kuwa na, tumia

2. Substitution Drill

a. Hatukumpiga: Sisi ----------
umiza, kumbuka, jeruhi

4th PERIOD (First hour in the morning) LESSON 57

Step 1. Recitation of the dialogue.

PATTERN DRILL II

Step 2. Patterned response drill.

a. 1st: Ulinunua mafuta ya taa?
2nd: La, Sikukumbuka kununua mafuta ya taa.

taka, fikiri, jaribu

b. 1st: Kwa nini mnawasha taa?
2nd: Kwa sababu hatutaki kukaa gizani.

furahi, penda

c. 1st: Mbona hukuleta motokaa yako?
2nd: Kwa sababu sikuweza kupiga stati.

tumia, endesha

d. 1st: Juma alifaulu kuwasha taa hizo?
2nd: La, hakufaulu kuziwasha.

jaribu, taka, hitaji

e. 1st: Watoto walikuwa na mwangaza wa kutosha?
2nd: La, hawakuwa na mwangaza wa kutosha.

wewe, ninyi, Ali

5th PERIOD RECOMBINATION DRILL LESSON 57

a. Ulipokwenda Kisumu ulikula samaki?
La, sikula samaki nilipokwenda Kisumu.

nunua, pata, vua

b. Walikuwa na mishumaa mingapi?
Hawakuwa na mshumaa hata mmoja.

washa, chukua, uza.

c. Wanafunzi hawa watampendeza?
La, hawatampendeza.

pa moyo, saidia, ogopa

d. Mtoto aliyefika alikuwa mwivi?
La, hakuwa mwivi.

kamata, fukuza, ona

e. Walipokusalimia uliwajibu?
La, sikuwajibu waliponisalimia.

tukana, fukuza penda

f. Nitakapokusaidia utanifuata?
La, sitakufuata.

piga, funga, kamata

g. Walipoachana walikutana tena?
La, hawakukutana tena.

onana, pigana, chokozana

h. Ulipowauliza maswali walikujibu vizuri?
La, hawakunijibu vizuri.

elezea

i. Wanapomfundisha <u>anasikiliza</u>?
La, hasikilizi wanapomfundisha.

elewa, fuata, fahamu

j. Utakapofika mjini <u>utawaamkia</u>?
La, sitawaamkia.

tembelea, ona ngojea

k. <u>Sitawasaidia tena</u>.

Elezea, onyesha, fundisha

1. <u>Hawatamfundisha</u> kijana huyo.

amsha, tazama, fundisha

m. <u>Hatutakuona</u> tena.

chokoza, shambulia, tuma

n. <u>Nilimlazimisha</u> kusimama kando.

omba, uliza, amrisha

o. <u>Hakunielezea</u> maana ya hadithi hiyo.

ambia, uliza

p. <u>Hutapata</u> ruhusa kwenda nyumbani.

omba, uliza

Juma alikwenda kumwamkia mwenzake kule shambani. Alichelewa njiani na alifika kwake wakati wa usiku. Giza lilikuwa limeingia na Juma alitambua nyumba kwa shida. Mwenzake hakuwa na taa na aliketi gizani. Juma alistaajabu sana, na baada ya kusema "Hodi!" na kumwamkia mwenzake alimwambia kuwasha taa.

Kumbe! Mwenzake hakuwa na mafuta ya taa, wala hakuwa hata na mishumaa. Alipojaribu kufika mjini kujinunulia vifaa vya taa, motokaa yake ilikataa kuwaka stati. Basi hivyo alikaa nyumbani tu. Lakini wakati wa mchana alisafisha fanusi yake, kwani hana taa, alipangusa chemli na sehemu zote. Hivi fanusi iling'aa kweli kweli. Zaidi ya hayo aliweka utambi mpya. Haikosi fanusi litawaka vizuri kumulika watu hapo nyumbani.

Juma alimwelezea mwenzake jinsi wanatumia taa za sitima kule mjini. Ni kugusa swichi tu, na taa zatoa mwangaza kweli kweli kupita fanusi ishirini. Mwenzake alijua kwamba kuna faida kubwa ya eletirisiti, lakini kule kwake shambani hana faida hizo bado. Kwa hivyo ni lazima kuvumilia na kutumia taa za mafuta. Hata hizo zitafaa.

I. Language Structure

The Negative Past Tense.

As already explained in Lessons 53 and 55, the negative tenses change the subject prefixes to a negative form. Then the tense sign is used, followed by the verb. The negative past tense sign is KU. This should not be confused with the infinitive particle 'ku'.

si	KU	fanya
hu		ona
ha		safiri
hatu		la
ham		ja
hawa		tengeneza

Note that in this tense, similarly as in the present negative tense, the very short words of one syllable drop the infinitive particle 'ku'.

e.g. I didn't eat = sikula (not: sikukula)

II. Cultural Note 'Lights in a Home'.

Except in the cities, African homes generally cannot boast of electric lights. In better rural homes there may be the occasional table lamp, or even a pressure lamp, but by far the commonest lighting fixture is the kerosene hand lantern, also known as 'hurricane lantern'. In Swahili these are known as 'fanusi' or simply 'taa'.

Every small trading post, rural shop or store carries kerosene. This is normally sold in 4 gallon tins. (The gallon is an imperial gallon equalling 1 1/4 U.S. gallons) Very often the trader may pump out the kerosene into pint bottles for those requiring small amounts. Candles are rarely used.

SWAHILI BASIC COURSE

LESSON 58

1038-1039

a

1. LANGUAGE STRUCTURE

a. Morphology: Generalization on Past Negative Tense.

2. CONTENT STRUCTURE

a. Situational picture: Visiting a former friend. Being shown the poultry.

b. Cultural Note: More concerning farm animals.

c. Lexical items:

kutana	(meet with)
jambo	(matter, affair)
pikia	(cook for)
mno	(very much, too much)
taga	(lay eggs)
kuku anataga mayai	(hen is laying eggs)
kifaranga	(little chick)
jogoo	(rooster, cock)
ng'ombe jike	(cow)
dume	(bull)
fahali	(bull)
zizi	(cowshed, pen, enclosure for animals)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the past negative tense.

a. Hakuweza.
Hakuenda.
Hakufanya.
Hakutaka.

b. Hawakufuga.
Hawakupika.
Hawakuona.
Hawakufuatana.

c. Sikutembelea.
Sikufurahi.
Sikupata.
Sikuonyesha.

d. Hatukupenda.
Hatukuja.
Hatukula.
Hatukunywa.

e. Hukumaliza.
Hukurudi.
Hukuandika.
Hukutembelea.

f. Hamkufuatana.
Hamkukutana.
Hamkushambulia.
Hamkupigana.

2. Semantic drills.

a. Anafuga kuku.
Mayai ya kuku.
Yai la kuku.

b. Walipungua mia.
Hawakupungua mia.
Mavuno yalipungua.

c. Alitutembelea.
Alimtembelea.
Anatembelea jirani.

d. Bibi anapika chakula.
Mama anapika wali.
Alitupikia nyama.

e. Tulikutana njiani.
Walikutana leo.
Hawakukutana leo.

f. Bwana Kagema.
Bwana na Bibi.
Bibi Kagema.

g. Mia mbili.
Hawakupungua mia.
Mia na kumi.

h. Yeye ni mzuri mno.
Yeye ni mzuri sana.
Yeye ni mzuri kabisa.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD SWAHILI DIALOGUE LESSON 58

1. Hukumtembelea mzee Salimu jana?

   Sikumtembelea, nilikwenda kumwona Kagema.

2. Hukufuatana na rafiki yako?

   Hatukwenda pamoja, tulikutana kwa Kagema.

3. Bwana na Bibi Kagema hawakuwakaribisha ninyi?

   Walitukaribisha vema sana.

4. Hamkufurahi kuona vitu vingi huko?

   Tulifurahi kuona mambo mengi.

5. Kagema aliwaonyesheni ng'ombe zake?

   Hakutuonyesha ng'ombe, alituonyesha kuku tu.

6. Kuku hawa walikuwa wangapi?

   Hawakupungua mia mbili.

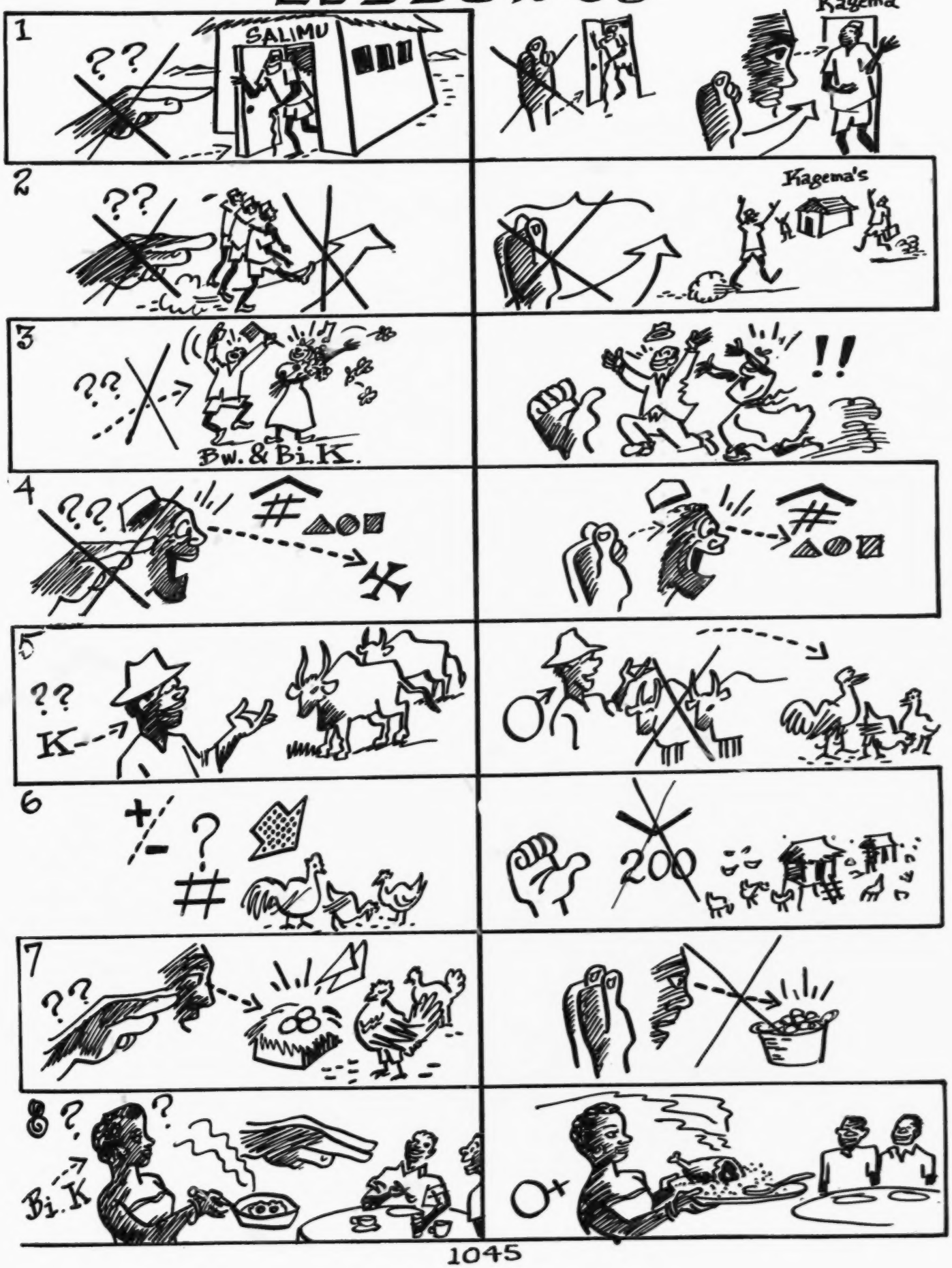
7. Mliona mayai ya kuku hawa?

   Hatukuona mayai mengi mno.

8. Bibi Kagema aliwapikieni mayai?

   La, alitupikia nyama na mchele.

LESSON 58



1. Did you not visit old man Salimu yesterday?
   I did not visit him, I went to see Kagema.

2. Did your friends not go along?
   We did not go together, we met at Kagemas.

3. Didn't Mr. & Mrs. Kagema welcome you well?
   They welcomed us very well indeed.

4. Weren't you glad to see the many things there?
   We were glad to see many things.

5. Did Kagema show you his cattle?
   He didn't show us cattle, only the chickens.

6. About how many chickens were there?
   There were not less than 200.

7. Did you see the eggs these chickens laid?
   We did not see many eggs.

8. Did Mrs. Kagema cook some eggs for you?
   She cooked meat and rice for us.

3rd PERIOD PATTERN DRILL I LESSON 58

Step 1. Repetition Drill

a. Sikumtembelea jana.
Sikumtembelea jana.

ona, piga, onyesha, pendeza.

b. Hukuwapikia kitu.
Hukuwapikia kitu.

onyesha, kupa, uliza.

c. Hakupeleka mayai.
Hakupeleka mayai.

pika, uza, kula, nunua.

d. Hatukuona kuku
Hatukuona kuku.

kula, uza, chukua, pata.

e. Hamkuuliza maswali.
Hamkuuliza maswali.

jibu, andika, soma, ona.

f. Hawakuchukua mikeka.
Hawakuchukua mikeka.

safisha, uza, nunua, pata.

2. Substitution Drill

a. Sikupenda
--------- nyama.
Sikupenda nyama.

kula, pata, maliza, choma.

b. Hukuandika
---------- barua.
Hukuandika barua.

pata, ngojea, fungua, tazama.

c. Hakubomoa
--------- nyumba.
Hakubomoa nyumba.

fagia, safisha, chungua, ona.

d. Hatukulima
---------- shamba.
Hatukulima shamba.

pima, taja, tambua, angalia.

e. Hamkupanga
---------- mizigo.
Hamkupanga mizigo.

rudisha, poteza, ngojea,

Step 2. Language clab session (if applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the clab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue and pattern drill practice.

b. Written work based on Lesson 38

c. Short narration based on the situational picture of the previous lesson.

Step 1. Recitation of the dialogue.

PATTERN DRILL II

Step 2. Patterned response drill.

a. 1st: Hukumtembelea Salimu?
2nd: Nilimtembelea jana.

ona, fukuza, ngojea, shika.

b. 1st: Hakutayarisha mayai?
2nd: Alitayarisha yote.

kula, pima, tumia, angalia.

c. 1st: Hatukufunga mlango?
2nd: Tulifunga mlango.

bomoa, tayarisha, pasua, inua.

d. 1st: Hamkufukuza wevi?
2nd: Tulifukuza wevi wote.

kamata, ona, shambulia.

e. 1st: Hawakupeleka mizigo?
2nd: Walipeleka mizigo juzi.

chukua, panga, tafuta, tayarisha.

5th PERIOD RECOMBINATION DRILL LESSON 58

Note: If facilities are available part of this period can be scheduled for a language clab session.

a. Huoni ufunguo?
Ninaona ufunguo sasa.

taka, tafuta, peleka, chukua.

b. Hataondoka jioni?
Ataondoka kesho.

lima, fanya kazi, fika, pika

c. Hamkupata pesa?
Tulipata pesa nyingi.

rudisha, weka, pokea, lipa.

d. Hawakununua mayai?
Walinunua mayai mengi.

kula, uza, peleka, pata.

e. Hatutafaulu leo?
Tutafaulu bila shaka.

kwenda, ondoka, tafuta, pumzika.

f. Hukutafuta mbuzi?
Nilitafuta mbuzi jana.

iba, poteza, nunua, peleka.

g. Hamtaingia nyumbani?
Tutaingia jioni.

kwenda, rudi, lala, ngoja.

h. Hamwendi sokoni leo?
Hatuendi sokoni leo.

rudi, fanya kazi, fika, kaa

i. Walifika salama?
La, hawakufika salama.

lala, safiri

j. Kifaru aliwashambulia vijana?
La, hakuwashambulia.

tisha, fuata, tazama

k. Wanafunzi watakusaidia kesho?
La, hawatanisaidia.

tembelea, ona, fundisha

l. Kijana anataka kwenda nyumbani?
La, hataki kwenda nyumbani.

fikiri, kubali, ogopa

m. Watu wangapi watakaa hotelini?
Hakuna mtu atakayekaa huko.

lala, ngoja, rudi

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Mzee Salimu anaishi katika kijiji. Nilifikiri Juma alikwenda kumwamkia. Lakini yeye hakuenda kumtembelea Salimu jana, alikwenda kwa Kagema.

Kagema ni mtu tajiri. Anafuga ng'ombe wazuri sana na anapata maziwa tele. Anapeleka maziwa sokoni halafu. Vilevile ana kuku wengi wakubwa. Mayai ya kuku hawa ni makubwa.

Juma alifika kwa Kagema pamoja na rafiki zake. Kagema aliwakaribisha vema sana. Bi. Kagema alitengeneza chakula kizuri. Aliwapikia nyama ya kuku na mchele. Bw. Kagema aliwaonyesha wageni labda kama mia tatu hivi. Juma alifurahi kuona yote. Labda atajaribu kufuga kuku vilevile.

Step 2. Questions based on the above narration:

Nani anaishi katika kijiji?
Juma alikwenda kumwamkia?
Alimtembelea nani basi?
Alikwenda leo au jana?
Kagema ni mtu maskini?

Kagema anafuga nini?
Anapata nini kutoka ng'ombe zake?
Anapeleka nini sokoni?
Anafuga kuku vilevile?
Mayai ni madogo na mabaya?

Kagema alikaribisha wageni vizuri?
Bi. Kagema alitengeneza nini?
Bw. Kagema aliwaonyesha nini?
Anafuga kuku mia ngapi?
Unafikiri Juma atafuga kuku vilevile?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

No new features are introduced, but more practice is given in using the negative tense, especially the past tense.

II. Cultural Note

'Visiting a friend on a poultry farm.'

Raising poultry on a larger scale has its hazards in a country like Kenya or Tanganyika. Unless one has become skilled and trained in poultry raising, and also knows how to cope with local hazards, this business may become a discouraging one. Here are some of the hazards:-

a. Hawks and other birds of prey.
b. Weasels, wild cats, mongoose, etc.
c. The red 'siafu' or safari ants. (These can enter a chicken coup and just about eat up the poor chicks alive.)
d. Lice, mites and fleas can make the flock anemic.
e. Various diseases.

The hardy small native chickens,which may be found around many African homes, are hardy and of necessity very alert. There usually are no more than 6-12 of these around. They are not regularly fed and are expected to scrounge around for grubs and food as best they can. The mother hen lays about 10 eggs or so, quickly becomes broody, and starts hatching out the chicks. She becomes a good mother, protective and watchful.

SWAHILI BASIC COURSE

LESSON 59

SAHARI
GETAWAY
TIKKI

1. LANGUAGE STRUCTURE

a. Morphology: Generalization on Past Negative Tense showing a 'not yet completed' action. Tense sign is JA.

2. CONTENT STRUCTURE

a. Situational picture: In a travel office getting information about travel to Kenya.

b. Cultural Note: Tourism

c. Lexical items:

kata neno	(decide)
nyati	(buffalo)
tamani	(desire)
shauri	(advice)
picha	(picture)
chora picha	(draw a picture)
kiboko	(hippopotamus)
punda milia	(zebra)
kongoni	(hartebeest - antelope)
mbuni	(ostrich)
nyoka	(snake)
chatu	(python)

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the JA negative tense.

a. Sijafunga.
Sijafika.
Sijanunua.
Sijaona.

b. Hatujafunga.
Hatujafika.
Hatujanunua.
Hatujaona.

c. Hujajua.
Hujaona.
Hujatembelea.
Hujasoma.

d. Hamjajua.
Hamjaona.
Hamjatembelea.
Hamjasoma.

e. Hajaja.
Hajala.
Hajanywa.
Hajampa.

f. Hawajaja.
Hawajala.
Hawajanywa.
Hawajampa.

2.

a. Hajanunua tikiti.
Amepata tikiti.
Bei ya tikiti.
Gharama ya tikiti.

b. Ruka kwa ndege.
Ruka kama ndege.
Ruka juu.
Ruka handaki.

c. Nyati ni mnyama.
Tembo ni mnyama.
Twiga ni mnyama.
Simba ni mnyama.

d. Nina nafasi.
Sina nafasi.
Ninakosa nafasi.
Sijapata nafasi.

e. Safiri kwa ndege.
Safiri kwa meli.
Safiri kwa motokaa.

f. Wakati ujao.
Mwezi ujao.
Mwaka ujao.

g. Alikata neno.
Alikata shauri.
Alikata kwa kisu.

h. Alikwisha kuona.
Alikwisha kwenda.
Alikwisha safiri.

i. Gazeti la Kiswahili.
Gazeti la Kiingereza.
Gazeti lenye picha.

j. Kupiga picha.
Kupiga ripoti.
Kupiga kelele.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Umejitayarisha kusafiri Kenya?

   Bado hatujafunga mizigo yote.

2. Mnatumaini kuruka kwa ndege?

   Hatujakata neno, wala sijanunua tikiti.

3. Umeuliza bei ya tikiti mpaka Nairobi?

   Sijauliza, nitakwenda kuuliza kesho.

4. Mmesoma habari za wanyama wa huko?

   Hatujasoma, unaweza kutueleza kidogo?

5. Gazeti hili linaonyesha picha za wanyama wa huko.

   Lo! Hapa ni nyati na tembo.

6. Mimi sijaona nyati lakini nimeona simba.

   Umetembelea Afrika Mashariki mwenyewe?

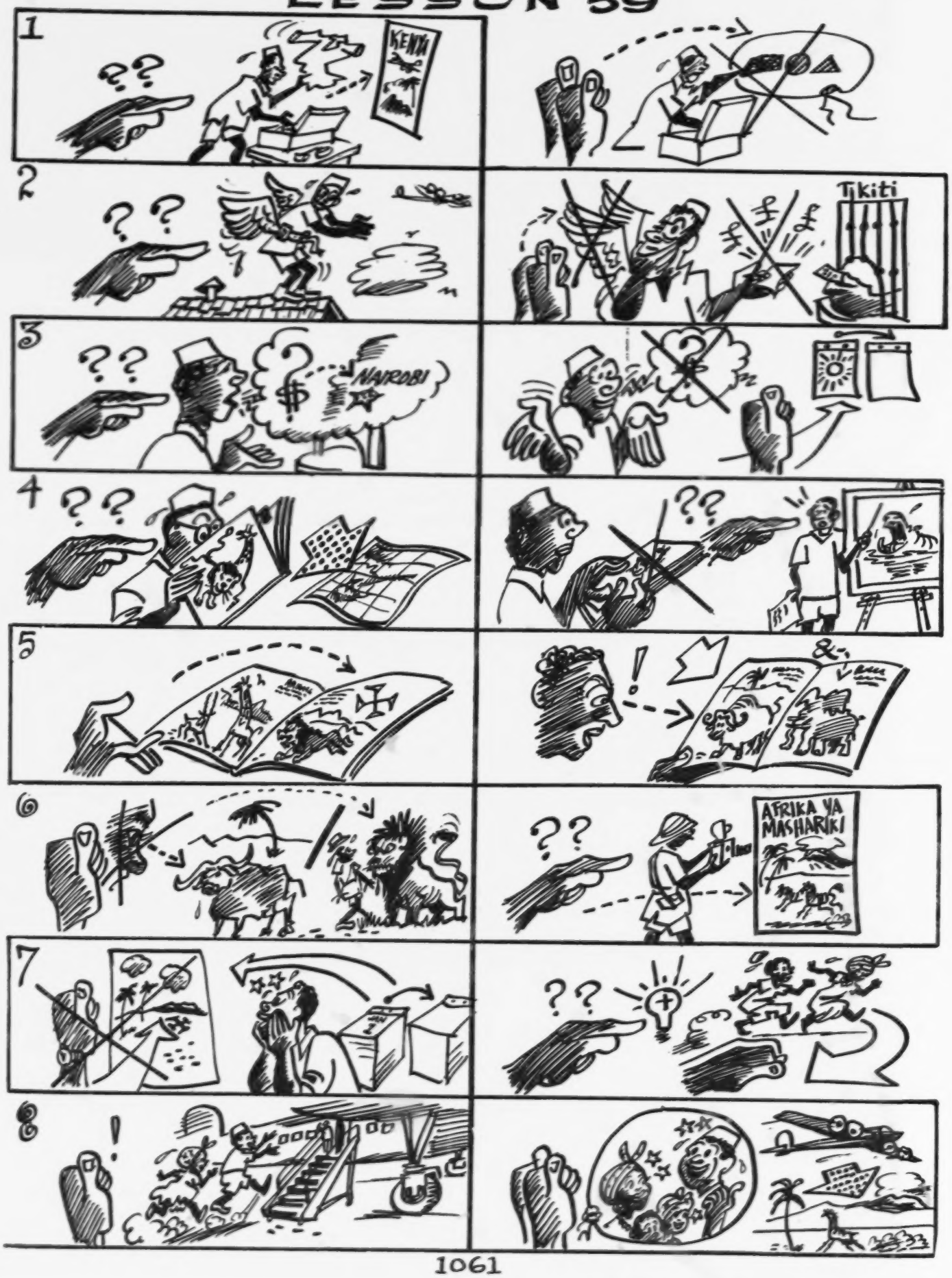
7. Sijafika huko, ninatumaini kwenda mwaka ujao.

   Unajua watoto wangu watafuatana na sisi?

8. Nina hakika hawajapata nafasi kama hii.

   Sote tunatamani sana kufika kule.

LESSON 59



1. Did you get ready to travel to Kenya?

   We have not packed all things yet.

2. Are you expecting to fly?

   We have not decided yet, nor have I bought a ticket yet.

3. Did you ask the cost of a ticket to Nairobi?

   I have not asked yet, I'll go and ask tomorrow.

4. Have you read up on animals there?

   Not yet, can you tell us a little?

5. This magazine shows pictures of animals there.

   Look, here's a buffalo and an elephant.

6. I have not seen a buffalo yet, but I've seen a lion.

   Did you visit East Africa yourself?

7. I have not been there yet, I hope to go next year.

   Do you know that our children are going along?

8. I'm sure that they have not had a chance like this.

   We are all hoping to get there.

3rd PERIOD PATTERN DRILL I LESSON 59

Step 1.

1. Repetition Drill.

a. Sijafunga mizigo.
Sijafunga mizigo.

leta, agiza, rudisha, peleka.

b. Hujaona nyati.
Hujaona nyati.

kamata, winda, ua, tazama.

c. Hajatamani kwenda.
Hajatamani kwenda.

kurudi, kusafiri, kuendelea, kusoma.

d. Hatujafagia nyumba.
Hatujafagia nyumba.

nunua, bomoa, ona, tafuta.

e. Hamjasafiri Kenya.
Hamjasafiri Kenya.

rudi, ishi, fika, ondoka.

f. Hawajasoma vitabu.
Hawajasoma vitabu.

nunua, tafuta, pata, panga.

2. Substitution Drill

a. Sijamwona
--------- kijana huyo.
Sijamwona kijana huyo.

uliza, fundisha, tuma, ambia.

b. Hujanieleza
---------- kazi.
Hujanieleza kazi.

fundisha, onyesha, andika.

c. Hajanunua
--------- viatu.
Hajanunua viatu.

safisha, ona, peleka, uza.

d Hawajakuona.

Hawajakuona.

uliza, tuma, onya, fundisha.

e. Hamjatupa
--------- chakula.
Hamjatupa chakula.

tafuta, pika, uza, peleka.

Step 2. Language clab session (if applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the clab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue and pattern drill practice.

b. Written work based on lesson 39.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 59

Step 1. Recitation of the dialogue.

PATTERN DRILL II

Step 2. Patterned response drill.

a. 1st: Mke wako amefunga mizigo?
2nd: Hajafunga mizigo.

nunua, peleka, uza, leta.

b. 1st: Umeona wanyama hao?
2nd: Sijaona wanyama hao.

ua, winda, fukuza, tazama.

c. 1st: Mmenunua tikiti?
2nd: Hatujanunua tikiti.

uza, pata, onyesha, andika.

d. 1st: Wamekueleza habari yote?
2nd: Hawajanieleza bado.

uliza, fundisha, ambia.

e. 1st: Umesoma gazeti leo?
2nd: Sijasoma gazeti.

ona, nunua, uza, pata.

5th PERIOD RECOMBINATION DRILL LESSON 59

Note: If facilities are available this period can be scheduled for a language clab session.

a. Ametuambia nini?
Hajatuambia kitu.

kupa, eleza, uliza, onyesha.

b. Umeona nyati?
Sijaona nyati.

ua, winda, tazama

c. Mmemaliza kusoma?
Hatujamaliza kusoma.

anza, kata neno, jifunza, jua.

d. Hawakukusaidia jana?
La, hawakunisaidia.

piga, fundisha, ona, tafuta.

e. Hamjakunywa dawa?
Hatujakunywa dawa.

pata, leta, nunua, peleka.

f. Wamesafisha nyumba?
Hawajasafisha nyumba.

fagia, nunua, uza, bomoa

g. Hajapata chakula?
Hajapata chakula.

pika, kula, leta, kosa.

h. Umepeleka barua posta?
La, sijapeleka barua posta.

rudisha

i. Kimani ameua nyati?
La, hajaua nyati hata mmoja.

wewe, ninyi, Wamasai

j. Wanafunzi wamemaliza kazi?
La, hawajamaliza kazi bado.

kijana, wewe, ninyi

k. Mwataka nini sasa?
Twataka chakula.

tafuta, kula, nunua

l. Ulipomwona alikuwa akifanya nini?
Alikuwa akiiba dawa.

kunwya, tafuta, uza

m. Anajua tunapokaa?
La, hajui tunapokaa.

lala, fundisha, kula

6th PERIOD SITUATIONAL APPLICATION LESSON 59

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Bw. na Bi. Brauni wanajitayarisha kusafiri Kenya. Bado hawajafika kule. Wanajua kwamba ni mbali na gharama ni kubwa. Hivyo bwana hajakata neno kama watasafiri kwa ndege au kwa meli. Sijui, lakini ninafikiri wataruka kwa ndege sababu hawana nafasi kukaa siku nyingi.

Bw. Brauni hajanunua tikiti, lakini atanunua kesho. Sasa alitaka kusikia habari ya wanyama. Nilileta gazeti na picha kumwonyesha. Katika gazeti hilo tuliona picha za nyati, tembo, simba, twiga na wanyama wengine. Bw. Brauni alitaka kupiga picha ya wanyama na alijitayarisha kufanya hivyo. Watoto na Bi. Brauni walitaka kuona wanyama hawa vilevile na walifurahi kupata nafasi kama hii. Wao hawajafika Afrika bado.

Step 2. Questions based on the above narration:

Nani anajitayarisha kusafiri Kenya?
Walifika Afrika safari nyingine?
Gharama ya safari itakuwaje?
Bwana alikata neno ya safari kabisa?
Wataruka kwa ndege?

Kwa nini watasafiri kwa ndege?
Bw. Brauni amekwisha nunua tikiti?
Atanunua lini tikiti?
Alitaka kusikia habari gani sasa?
Kuna nini katika gazeti?

Waliona picha za wanyama gani?
Bw. Brauni alitaka kuwinda?
Alijitayarisha kufanya nini hasa?
Watoto na Bi. Brauni walitaka nini?
Wamekwisha fika Afrika safari nyingine?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

The Negative 'Not Yet' Tense

The function of the 'ME' Tense in the affirmative was to show completed action, and so in the negative the 'JA' Tense sign indicates a 'not yet completed' action. The structure is the same as in the other negative tenses:- namely: a negative subject prefix, a tense sign (negative), and the verb.

si	JA	kata
hu		chora
ha		andika
hatu		-la
ham		maliza
hawa		-ja

Note that similarly as in the present and past tense negative, this tense also makes the short verbs of one syllable drop the 'ku'. Thus, sijala (instead of 'sijakula') meaning 'I have not yet eaten.' Very often a verb in this tense can be preceded by the word 'bado' meaning 'not yet.'

Thus: hajarudi = he has not returned yet
bado hajarudi = he has not returned yet

II. Cultural Note

The newly independent countries, especially also because of economic difficulties, realize the value of tourism. The large numbers of wild animals in East Africa are a great attraction for tourists, hunting safaris, and even movie companies. Thus big game is a tremendous economic asset for these countries.

SWAHILI BASIC COURSE

LESSON 60

1. LANGUAGE STRUCTURE

a. Morphology: Generalization on the four basic Negative Tenses.

2. CONTENT STRUCTURE

a. Situational picture: Ambush the enemy.

b. Cultural note: None: Military situation

c. Lexical items:

vuma	(blow, wind)
karibuni	(soon)
chuma	(steel, iron)
bastola	(pistol, revolver)
kifudifudi	(lie flat face downward)
kuwa macho	(be on the alert)
gogo	(log)
kingama	(across)
mtego	(trap or snare)
rukia	(jump upon by surprise)
jicho	(eye)
bega	(shoulder)
mabeti	(equipment)
jifunga	(tie oneself)
kofia ya chuma	(steel helmet)
mateka	(captives, prisoners)
vizia	(spy on, keep an eye on)

1st PERIOD PERCEPTION DRILL LESSON 60

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on negative tenses - generalization.

a. Anapenda.
Anampa.
Anakula.
Anakunywa.

b. Hapendi.
Hampi.
Hali.
Hanywi.

c. Tutakuja.
Tutachukua.
Tutashambulia.
Tutashinda.

d. Hatutakuja.
Hatutachukua.
Hatutashambulia.
Hatutashinda.

e. Nilipata.
Niliweza.
Nilijua.
Nilijifunga.

f. Sikupata.
Sikuweza.
Sikujua.
Sikujifunga.

g. Wamemwambia.
Wamempa.
Wamemwona.
Wamemrukia.

h. Hawajamwambia.
Hawajampa.
Hawajamwona.
Hawajamrukia.

2. Semantic drills.

a. Alilala chini.
Alilala kitandani.
Alilala kifudifudi.

b. Upepo baridi.
Upepo unavuma.
Upepo mkali.

c. Anavaa kofia.
Kofia ya kawaida.
Kofia ya chuma.

d. Waliogopa mtego.
Waliogopa adui.
Waliogopa wanyama.

e. Walisimamisha adui.
Walirukia adui.
Walipigana na adui.

f. Mabeti ya askari.
Mabeti mengi.
Mabeti begani.

g. Jicho jeusi.
Jicho kubwa.
Jicho langu.

h. Macho meusi.
Macho makubwa.
Macho yangu.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD SWAHILI DIALOGUE LESSON 60

1. Sasa ni saa sita usiku?

   Ndio, upepo wa baridi unavuma kutoka milimani.

2. Mtakwenda mafichoni kuvizia adui?

   Tutaondoka karibuni na tutajificha kando ya njia.

3. Mtavaa nguo za rangi ya majani?

   Ndio, tutavaa hata kofia za chuma.

4. Mtachukua bastola na bunduki za bombomu?

   Ndio, na tutajifunga mabeti mabegani.

5. Mtangoja kimya pale njiani?

   Ndio, tutalala kifudifudi nyasini na tutakuwa macho.

6. Adui watakuja kwa motokaa?

   Ndio, tutaweka gogo kubwa kukingama barabara.

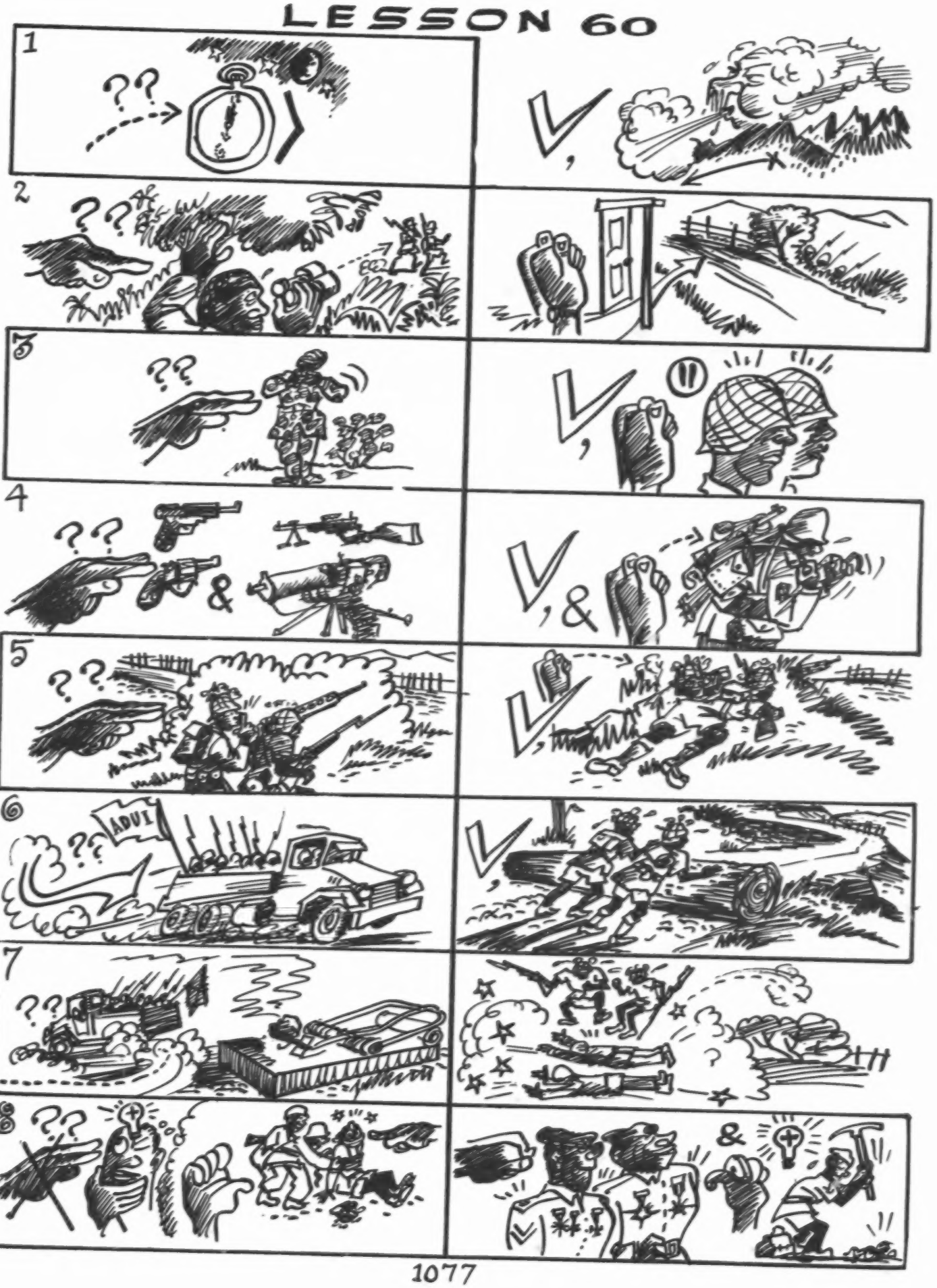
7. Adui hawataona mtego na kurudi nyuma?

   Hapo tutapata nafasi kuwarukia na kuwashinda.

8. Hufikiri wataweza kuwashinda ninyi?

   Askari wetu ni hodari na wanajua kazi yao.

LESSON 60



2nd PERIOD ENGLISH DIALOGUE LESSON 60

1. Is it midnight now?

   Yes, a cold wind blows from the mountain.

2. Are you going to the concealment to spy on the enemy?

   We'll leave soon and we'll hide ourselves by the road.

3. Will you wear green colored garments?

   Yes, we'll also wear steel helmets.

4. Are you taking pistols and machine guns?

   Yes, and we'll strap the equipment on our shoulders.

5. You'll wait quietly there by the road?

   Yes, we'll lie face downward in the grass and watch.

6. Will the enemy come in a motor vehicle?

   Yes, we'll put a large log across the highway.

7. Will the enemy not suspect a trap and retreat?

   We'll get a chance to leap on them and overpower them.

8. Don't you think that they will overpower you?

   Our soldiers are brave and they know their job!

3rd PERIOD PATTERN DRILL I LESSON 60

Step 1.

1. Repetition Drill.

a. Nitavizia adui usiku huu.
Nitavizia adui usiku huu.

ngojea, shambulia, rukia, chungua.

b. Hutaona vijana hao.
Hutaona vijana hao.

tafuta, shinda, fukuza, penda.

c. Aliondoka kuvizia adui.
Aliondoka kuvizia adui.

penda, furahi, kataa, rudi.

d. Hatukulala usiku mzima.
Hatukulala usiku mzima.

jifunza, cheza, soma, kula.

e. Mnachukua bastola.
Mnachukua bastola

safisha, peleka, tumia, taka.

f. Hawatangoja barabarani.
Hawatangoja barabarani.

kwenda, simama, tembea, cheza.

2. Substitution Drill

a. Hatavizia
--------- adui jioni.
Hatavizia adui jioni.

fukuza, chungua, tafuna, shambulia.

b. Utalala
------- mjini.
Utalala mjini.

rudi, kaa, kwenda, ngoja.

c. Waliumia
-------- macho.
Waliumia macho.

funga, kuwa, fungua, safisha.

d. Hamtabeba
--------- mabeti mabegani.
Hamtabeba mabeti mabegani.

chukua, jifunga, hitaji, weka.

e. Hawakuweka
---------- gogo barabarani.
Hawakuweka gogo barabarani.

peleka, tia, ona, rudisha.

Step 2. Language clab session (if applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the clab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue and pattern drill practice

b. Written work based on lesson 40.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 60

Step 1. Recitation of the dialogue.

PATTERN DRILL II

Step 2. Patterned response drill.

a. 1st: Anaumia macho?
2nd: Ndio, anaumia macho.

fungua, funga, safisha, kuwa.

b. 1st: Hamkuvizia adui?
2nd: Hatukuvizia adui.

fukuza, ona, ua, kamata.

c. 1st: Hutapata bastola?
2nd: Sitapata bastola.

chukua, tumia, nunua, hitaji.

d. 1st: Mmevaa kofia za chuma?
2nd: Hatujavaa kofia za chuma.

tafuta, tumia, pata, rudisha.

e. 1st: Unafikiri kwenda nyumbani?
2nd: Sifikiri kwenda huko.

taka, tamani, ngojea, jitayarisha.

5th PERIOD RECOMBINATION DRILL LESSON 60

Note: If facilities are available part of this period can be scheduled for a language clab session.

a. Utaondoka kesho?
La, sitaondoka mpaka kesho kutwa.

fika, rudi, pumzika

b. Mama yako amepona?
Hajapona bado.

watoto, mke, wake

c. Ulikuwa wapi Jumapili?
Nilikuwa mjini.

kwenda, lala

d. Walikusaidia kufanya kazi?
La, hawakunisaidia.

onyesha, zuia, tuma

e. Watoto walijifunza hesabu jana?
La, hawakujifunza hesabu jana.

ninyi, Juma, wewe

f. Mmekwisha kula chakula cha asubuhi?
La, hatujakula.

anza, maliza

g. Hamchukui bunduki za bomubomu?
Hatuchukui bunduki.

tumia, taka, leta, pata

h. Walivizia adui jana?
Hawakuvizia adui.

fuata, shambulia, chungua, tafuta

i. Ataona mtego huu?
Hataona mtego huu.

fyatua, haribu, tazama, tengeneza

j. Umevaa kofia mpya?
Sijavaa kofia mpya.

pata, chukua, nunua, rudisha

k. Hawakuwa macho?
Walikuwa macho.

safisha, umia, funga, fungua

l. Hatalala nyasini?
Hatalala nyasini.

kaa, simama, jificha, ngoja

m. Mlitumia bastola?
Hatukutumia bastola.

nunua, iba, pata, leta

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6th PERIOD SITUATIONAL APPLICATION LESSON 60

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Kikosi kidogo cha askari zetu kilitokea usiku kabisa - saa sita usiku. Walivaa nguo za rangi ya majani na kofia za chuma. Walivaa mabeti mabegani, na kwa silaha walichukua bastola na bunduki ya bombomu. Hivi walikwenda kimya kwa maficho yao kando ya barabara.

Kabla ya kujificha walitia gogo kubwa la mti kukingama barabara. Hivi walikusudia kusimamisha motokaa za adui.

Walipolala kimya kifudifudi katika nyasi walisikia motokaa inakuja. Walijitayarisha kurukia adui. Walijua kwamba adui atasimama na kufikiri wata-fanyaje. Basi adui walipofika waliwarukia ghafla na baada ya kupigana kidogo waliwashinda na kuwafunga katika motokaa.

Step 2. Questions based on the above narration:

Kikosi kiliondoka saa ngapi?
Askari walivaa nini?
Walifunga nini mabegani?
Walichukua silaha gani?
Walikwenda wapi?

Maficho yalikuwa wapi?
Walitia nini barabarani?
Walikingama barabara?
Walikusudia kufanya nini?
Walifanya kelele?

Walilala kwa njia gani?
Walilala wapi?
Walisikia nini?
Walifanya nini kwa adui?
Waliwashinda?

Note: When answering the above question, students should do so by using a complete sentence.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

In this lesson the four basic negative tenses should be reviewed.

Present Negative	__ (no tense sign, ending a=i)
Future Negative	TA
Past Negative	KU
'Not Yet' Neg.	JA

With the exception of the future tense with TA, in all the other tenses the short one-syllable verbs drop the infinitive particle 'ku'.

II. Cultural Note

There is no particular cultural note in this lesson as the situation is a military one - an ambush.

SWAHILI BASIC COURSE

LESSON 61

VOLUME V BLUEPRINT LESSON 61

1. LANGUAGE STRUCTURE

a. Morphology: The 'KI' or 'If' Tense and the negative counterpart with 'SIPO'.

2. CONTENT STRUCTURE

a. Situational picture: Plans for an attack.

b. Cultural note: None: Military situation

c. Lexical items:

piga filimbi	(blow whistle)
mpango	(arrangement)
bonde	(valley)
boma	(fort, fortified enclosure)
gawanya	(divide)
bora	(best)
kulia	(right)
kushoto	(left)
mwamba	(rock, boulder)
gumu	(hard, difficult)
ingilia	(to enter into, infiltrate)
teka	(ransack, capture)
chelezo	(raft, buoy)
kariri	(repeat, review)

1st PERIOD PERCEPTION DRILL LESSON 61

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 'KI' and'SIPO' tenses.

a. Nikiangalia nitaona.
Nikipita nitafika.
Nikiweza nitafanya.
Nikipenda nitampa.

b. Nisipowaita hawatakuja.
Nisipomwuliza hatajibu.
Nisipokariri atasahau yote.
Usiponionyesha sitafahamu.

c. Tukipoteza wakati tutachelewa.
Tukishambulia tutafaulu kutoka.
Tukiwaingilia upande wa kulia.
Tukiwaingilia upande wa kushoto.

d. Msipoangalia mtaona taabu.
Mkipigana mtashinda.
Wasipovuka mto hawataonekana.
Wakipanga sawasawa ni bora.

e. Ukipenda kula, nenda kula.
Ukitaka pesa, fanya kazi.
Ukiondoka tutakufuata.
Ukichelewa utamkosa.

2. Semantic drills.

a. Mkono wa kulia.
Upande wa kulia.
Elekea kulia.

b. Mguu wa kushoto.
Upande wa kushoto.
Elekea kushoto.

c. Kushambulia boma.
Kuingilia boma.
Kuteka boma.

d. Njia yenye miamba.
Njia yenye matope.
Njia yenye hatari.

e. Mto katika bonde.
Msitu katika bonde.
Boma katika bonde.

f. Fanya kwa akili!
Gawanya kwa akili!
Shambulia kwa akili!

g. Gawanyeni sehemu mbili.
Sehemu ya kwanza.
Sehemu ya pili.

h. Watavuka kwa daraja.
Watavuka kwa mitumbwi.
Watavuka kwa chelezo.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Kapteni! Lazima tufanye mpango kwa shambulio leo.

   Vema, Meja! Nikiwaita maofisa watakuja sasa hivi.

2. Piga filimbi, tusipofanya upesi tutachelewa.

   Tumefika, Effendi! Ukitoa amri tutasikiliza.

3. Mkiangalia ramani hii mtaona bonde kubwa hapa.

   Ndio, na boma la adui ni hapa ukingoni mwa mto.

4. Kweli, tukishambulia kwa akili tutafaulu kuteka boma.

   Tugawanye jeshi sehemu ngapi?

5. Tukipanga sehemu mbili ni bora zaidi.

   Tukiwaingilia adui upande wa kushoto si bora?

6. La, hapo tungelazimiwa kupitia katika matope mengi.

   Tungewaingilia upande wa kulia basi.

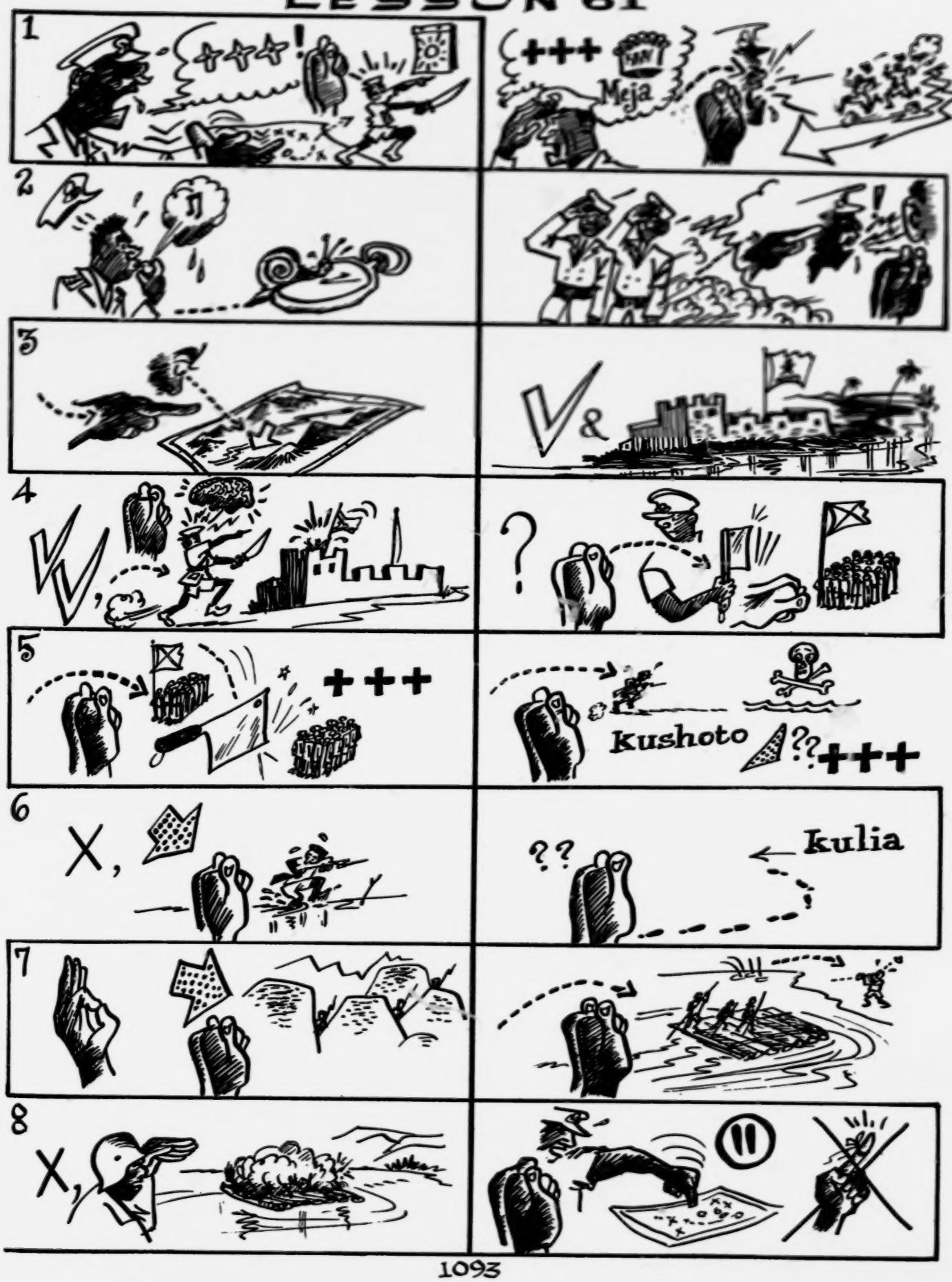
7. Vema, hapo tungepata maficho katika miamba mirefu.

   Tukivuka mto kwa chelezo tutaonekana?

8. La, ni vigumu kutuvumbua sababu ya kamuflaji.

   Tungekariri mpango huu tena ili tusisahau.

LESSON 61



1. Captain! We must make plans for an attack today.

   Very well, Major! If I call the officers, they'll come at once.

2. Blow the whistle, unless we hurry we'll be late.

   We have come, Sir! If you give the orders we'll listen.

3. If you look at this map you'll note a large valley here.

   Yes, and the enemy fort (strong point) is on the bank of the river.

4. True, if we attack wisely we'll succeed in capturing the fort.

   Into how many sections (groups) shall we divide our forces?

5. It would be best if we had two sections.

   Is it not best if we infiltrate the enemy on the left flank?

6. No, there we would have to go through too much mud.

   We'll enter from the right then.

7. O.K., there, we'd find cover among the high rocks (cliffs).

   If we cross the river on a raft, will we be seen?

8. No, it will be difficult to spot us because of camouflage.

   Let's go over this plan again so we won't forget.

Step 1.

1. Repetition Drill

a. Nikipiga filimbi watatoroka.
Nikipiga filimbi watatoroka.

lala, chelewa, karibia, ondoka.

b. Ukitoa amri tutasikiliza.
Ukitoa amri tutasikiliza.

ongea, sema, penda, keti.

c. Akiamini nitafurahi.
Akiamini nitafurahi.

tangulia, onekana, kumbuka, piga, filimbi.

d. Wakitutisha tutawaumiza.
Wakitutisha tutawaumiza.

danganya, sukuma, fuata, gonga.

e. Msiponifuata mtapata hasara.
Msiponifuata mtapata hasara.

amini, ngojea, karibia.

f. Tusipohudhuria hatutafahamu.
Tusipohudhuria hatutafahamu.

ona, kutanika, sikia

2. Substitution Drill

a. Ukitoroka
--------- tutakuonya.

Ukitoroka tutakuonya.

ondoka, kimbia, keti, lala.

b. Akiniita
--------- nitakwenda.
Akiniita nitakwenda.

onya, pendeza, tangulia, ambia.

c. Nikimtaja
--------- ataniumiza.
Nikimtaja ataniumiza.

gonga, vizia, fuata, shtaki.

d. Wasipotuonyesha
--------- tutarudi.
Wasipotuonyesha tutarudi.

ita, fuata, vizia, lipa.

e. Tusipowalazimisha
--------- hawatakubali.
Tusipowalazimisha hawatakubali.

shambulia, uliza, onya, ingilia.

Step 2. Language clab session (if applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the clab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue and Pattern drill practice.

b. Written work based on Lesson 41.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 61

Step 1. Recitation of the dialogue.

PATTERN DRILL II

Step 2. Patterned response drill.

a. 1st: Tukiwashambulia watatoroka?
2nd: Watatoroka tukiwashambulia.

ona, ita, fuata, onya.

b. 1st: Mkituvumbua mtatuumiza?
2nd: Ndio, tutawaumizeni.

shambulia, ingilia, vizia, fuata.

c. 1st: Wakitawanyika tutawafuata?
2nd: Wakitawanyika hatutawafuata.

toroka, vuka mto, shambulia, piga filimbi.

d. 1st: Ukilazimishwa utajifunza?
2nd: Sitajifunza nikilazimishwa.

amrishwa, burudika, chelewa, choka.

e. 1st: Akisikiliza atafahamu?
2nd: Ndio, atafahamu.

ambiwa, ona, soma, jifunza.

5th PERIOD RECOMBINATION DRILL LESSON 61

Note: If facilities are available, this period can be scheduled for a language clab session.

a. Nikikuambia utatosheka?
Ukiniambia sitatosheka.

lipa, pa, linda, fundisha

b. Ukimwangalia atafahamu?
Hatafahamu nikimwangalia.

fundisha, eleza, onyesha, amuru

c. Asipotuamini tutamwongoza?
Hatutamwongoza asipotuamini.

uliza, onyesha, pendeza,

d. Wakikuuliza utawaeleza?
Nitawaeleza wakiniuliza.

kamata, teka, funga, ruhusu

e. Mkiwakomesha watakata tamaa?
Hawatakata tamaa tukiwakomesha.

fukuza, vumbua, shambulia, tambua

f. Tusipomtuma ataondoka?
Hataondoka tusipomtuma.

eleza, fuata, acha, onyesha

g. Ukipenda utaondoka?
Ndio, nikipenda nitaondoka.

maliza, kumbuka, elewa, umia

h. Ulimwona Ali akifanya nini?
Nilimwona akifungua mlango.

mimi, wevi, sisi

i. Waliwaacha watoto wakifagia wapi?
Waliwaacha watoto wakifagia nyumbani.

kijana, wewe, mimi

j. Alikuwa wapi ulipofika?
Alikuwa nyumbani nilipofika.

rudi, amka, ondoka

k. Walikuwa wakifanya nini ulipowaona?
Walikuwa wakipigana nilipowaona.

karibia, fukuza, ita

l. Ulipomwuliza swali alikujibu?
Hakunijibu nilipomwuliza swali.

tazama, piga, fukuza

m. Ulimwona akija?
La, sikumwona akija.

lima, iba, imba

6th PERIOD SITUATIONAL APPLICATION LESSON 61

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Meja alimwita Kapteni na alimwambia awaite maofisa kusikiliza amri zake. Kapteni aliona akipiga filimbi, wote watasikia na watakuja haraka. Meja aliona ni lazima kufanya mpango kwa kushambulia leo.

Wakiangalia ramani wataweza kuona bonde kubwa na mto. Ukingoni mwa mto ni boma la adui. Wakishambulia boma kwa akili wangefaulu kuteka boma. Hivi wakigawanya jeshi sehemu mbili ingekuwa bora. Wakiingilia adui upande wa kushoto si vizuri sababu ya matope mengi. Lakini wakiingilia upande wa kulia wangefaulu na wangepata maficho katika miamba mikubwa.

Ofisa mmoja aliogopa wataonekana wakivuka mto kwa chelezo, lakini wakitumia kamflaji (vidanganya macho) adui hatawavumbua. Wote waliomba Meja kueleza tena na kukariri mpango wa mashambulio ili wasisahau.

Step 2. Questions based on the above narration.

Nani alimwita Kapteni?
Alitaka amwite nani tena?
Kapteni alitumia njia gani kuwaita?
Meja alitaka kufanye mpango gani?
Wakisikia filimbi watakuja upesi?

Katika ramani waliona nini?
Boma la adui lilikuwa wapi?
Wangeweza kuteka boma lile?
Walitaka kugawanya jeshi sehemu ngapi?
Upande wa kushoto kuna nini?

Wakiingilia upande wa kulia wangefaulu?
Wangepata maficho wapi?
Ofisa mmoja aliogopa nini?
Walitaka kuvuka mto kwa njia gani?
Maofisa waliomba nini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

1. The Conditional or 'IF' Tense.

In Swahili the conditional can be expressed in two ways, one of which has already been learned:-

(a) The use of 'kama' (if), with the present or future affirmative tense.

Kama anafanya = if he does
Kama atafanya = if he does (will do)

(b) The other way is by using a special tense with the tense sign KI.

ni	KI	fanya
u		taka
a		penda
tu		la
m		pata
wa		ja

nikifanya = if I do
ukitaka = if you want
akipenda = if he likes, etc.

These forms can also be reinforced and preceded by the word 'kama' (if).

kama ukipenda = if you like

2. Note that this KI tense is used only in the sense of present time projected into the future. Monosyllabic verb stems also drop the 'ku' with this tense.

e.g. akija = if he comes
wakila = if they eat

Of the two ways described, the use of the 'KI' tense reflects better Swahili usage.

3. In the negative form, the 'KI' tense sign is substituted by the tense sign 'SIPO'.

e.g. usipofanya = unless you do
or
if you don't do.

The subject prefixes retain their affirmative forms.

II. Cultural Note

There is no cultural note. This is again a military situation - a plan of attack.

SWAHILI BASIC COURSE

LESSON 62

1104 - 1105

E
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FRBDLEW

1. LANGUAGE STRUCTURE

a. Morphology: The 'KI' Tense denoting parallel action.

2. CONTENT STRUCTURE

a. Situational picture: Theft from a dispensary.

b. Cultural note: None.

c. Lexical items:

kidonge	(pill, capsule)
aspirini	(aspirin)
raia	(civilian, citizen)
geuka	(turn about)
paketi	(package)
woga	(fear)
enda zake	(go his way)
papo hapo	(then and there)
okota	(pick up)
yodini	(iodine)
swali	(question)
kukana	(to deny)
nguo za kiraia	(civilian clothes)
nguo za rasmi	(uniform)
angusha	(knock down, drop)
chini chini	(dishonest, underhanded)

njia ya chini chini (underhanded way)

1st PERIOD PERCEPTION DRILL LESSON 62

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on 'KI' tense denoting simultaneous action

a. Nilimwona akiuza.
Nilimwona akiiba.
Nilimwona akichukua.

b. Ulimwona akiuza dawa?
Ulimwona akiangusha paketi?
Ulimwona akivaa nguo?

c. Tulimwona akiiba dawa.
Tulimwona akigeuka.
Tulimwona akiokota paketi.

d. Aliwakuta wakicheza.
Aliwakuta wakijizoeza.
Aliwakuta wakijifunza.

2. Drill on the 'KI' tense denoting 'if' (generalization).

a. Akiona atatambua?
Akienda atapata?
Akimwona atamwambia?

b. Wakimfuata watampata.
Wakimwonya watamsaidia.
Wakimfundisha watamwelimisha.

c. Ukipenda nitakupa.
Ukijaribu nitafurahi.
Ukikana nitakuonya.

d. Tukiwa na njaa tutakula.
Tukiwa na kiu tutakunywa.
Tukienda upesi tutafika.

3. Semantic drills.

a. Kidonge cha dawa.
Kidonge cha aspirini.

b. Raia ya nchi hii.
Raia mwema.

c. Nguo za kiraia.
Nguo za rasmi.

d. Amekula sasa ameshiba.
Ana njaa, hajashiba.

e. Nilikuuliza swali.
Alitoa maswali.

f. Alienda zake.
Alienda njia zake.

g. Paketi ya dawa.
Paketi ya posta.

h. Papo hapo aliondoka.
Alisimama papo hapo.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD SWAHILI DIALOGUE LESSON 62

1. Daktari, nilimwona karani wetu akiuza dawa kisirisiri.

   Ulimwona akiuza dawa gani?

2. Alikuwa akiuza vidonge vya aspirini na yodini.

   Alivaa nguo za kiraia au za rasmi?

3. Alivaa nguo za kiraia.

   Alipokuona alikutambua?

4. Pengine, lakini hakugeuka, alinitazama usoni.

   Unajuaje alikuwa akiuza dawa hiyo?

5. Aliogopa, akaangusha paketi mbili.

   Alienda zake akaziacha papo hapo?

6. Ndio, niliziokota nikazifungia katika karatasi.

   Halafu ulizifungua ukaona dawa hiyo?

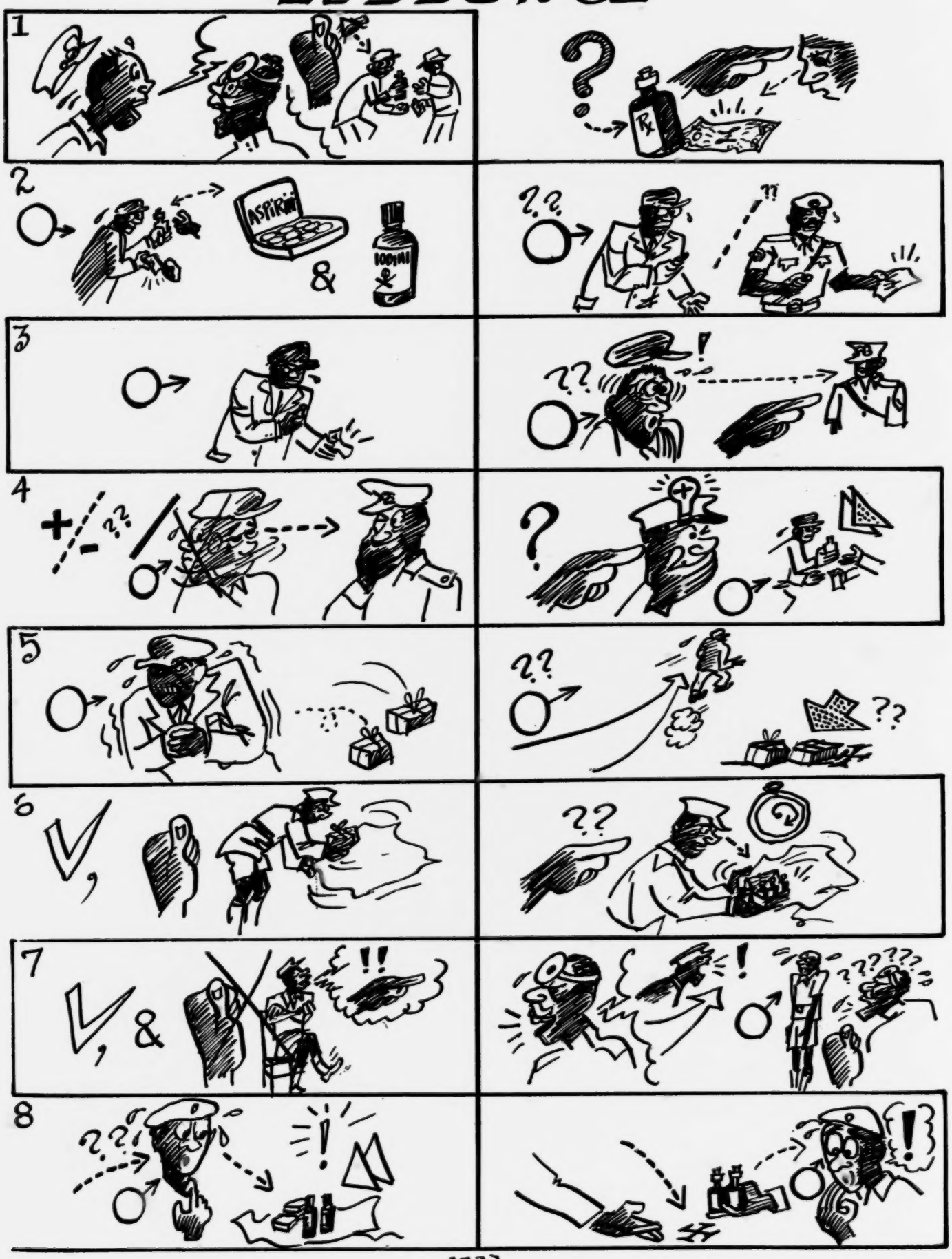
7. Ndio, na sikutaka kukawia bila kukujulisha.

   Nenda ukamwite, nataka kumwuliza maswali.

8. Akiona dawa hii ataitambua?

   Weka dawa hapa, akiiona hataweza kukana.

LESSON 62



1. Doctor, I saw our clerk selling drugs secretly.

   What kind of drugs did you see him sell?

2. He was selling aspirin tablets and iodine.

   Was he wearing civilian clothes or a uniform?

3. He was wearing civilian clothes.

   When he saw you, did he recognize you?

4. Perhaps, but he did not turn away, he looked me in the face.

   How do you know he was selling those drugs?

5. He got scared, and he dropped two packets.

   Did he go his way leaving them right there?

6. Yes, I picked them up and wrapped them in paper.

   Later, you opened (the package) and found those drugs?

7. Yes, and I did not want to delay without informing you.

   Go and call him, I want to interrogate him.

8. If he sees these drugs, will he recognize them?

   Put the drugs here, if he sees them he cannot deny it.

3rd PERIOD PATTERN DRILL I LESSON 62

Step 1.

1. Repetition Drill.

a. Nilimwona karani akiuza dawa.
Nilimwona karani akiuza dawa.

kunywa, iba, chukua, tumia.

b. Alikuwa akiuza dawa ya aspirini.
Alikuwa akiuza dawa ya aspirini.

tumia, toa, ficha, peleka.

c. Tuliondoka tukamfuata papo hapo.
Tuliondoka tukamfuata papo hapo.

kamata, julisha, ita, shtaki.

d. Waliondoka wakaenda mjini.
Waliondoka wakaenda mjini.

rudi, kimbia, toroka, elekea.

e. Ulionekana ukiokota vidonge vile.
Ulionekana ukiokota vidonge vile.

ficha, uza, chukua, peleka.

f. Mlinikamata nikiiba.
Mlinikamata nikiiba.

toroka, simama, burudika, jifunza.

2. Substitution Drill

a. nikiangusha
Waliniona ---------- paketi.
Waliniona nikiangusha paketi.

chukua, iba, peleka, ficha.

b. tukiuza
Tulikuwa ------- dawa ya aspirini.
Tulikuwa tukiuza dawa ya aspirini.

kunywa, nunua, toa, gawanya.

c. ukiuza
Nilikukuta ------ yodini.
Nilikukuta ukiuza yodini.

tumia, weka, peleka, ficha.

d. ukawaonya
Ulikimbia --------- waondoke.
Ulikimbia ukawaonya waondoke.

ambia, ruhusu, amrisha, lazimisha.

e. akatosheka
Alikula ---------- vema.
Alikula akatosheka vema.

shiba, lala, pumzika, burudika.

Step 2. Language clab session (if applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue and Pattern drill practice.

b. Written work based on lesson 42.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 62

Step 1. Recitation of the dialogue.

PATTERN DRILL II

Step 2. Patterned response drill.

a. 1st: Ulimkuta akiuza nini?
2nd: Nilimkuta akiuza yodini.

iba, chukua, peleka, gawanya.

b. 1st: Alishtuka akaangusha paketi?
2nd: Ndio, alishtuka akaiangusha.

poteza, pasua, vunja, tupa.

c. 1st: Mliwaona mkatoroka?
2nd: Ndio, tuliwaona tukatoroka.

simama, shtuka, jificha, tawanyika.

d. 1st: Mlishikwa na woga mkarudi?
2nd: Ndio, tulishikwa na woga tukarudi.

jificha, toroka, simama, kimbia.

e. 1st: Ulinikamata nikilala?
2nd: La, nilikukamata ukitoroka.

jificha, tembea, ruka, simama.

5th PERIOD RECOMBINATION DRILL LESSON 62

Note: If facilities are available this period can be scheduled for a language clab session

a. Ulimwona akiuza nini?
Nilimwona akiuza dawa.

chukua, peleka, haribu, kunywa

b. Alikuwa akienda wapi?
Alikuwa akienda mjini.

lala, ingia, toka, -kaa

c. Mliingia mkaomba msaada?
Ndio, tuliingia tukaomba msaada.

pata, uliza, toa, kataa

d. Walikuona wakakushambulia?

La, waliniona wakanisalimia.

ita, tuma, ongoza, umiza

e. Tukimpata tutamkamata?
Ndio, tutamkamata.

umiza, tuma, acha, peleka

f. Ukisoma utafaulu?
La, sitafaulu.

lala, enda, ngojea, pumzika

g. Nikikutuma utafanya haraka?
Ndio, nitafanya haraka.

kimbia, rudi, furahi, kataa

h. Tukimwamini atatuongoza?
Ndio, tukimwamini atatuongoza.

omba, chagua

i. Mimi nikikutuma utakwenda?
Ndio, nitakwenda maramoja ukinituma.

Baba, sisi, walimu

j. Wakikuuliza utawajibu?
La, wakiniuliza sitawajibu.

piga, okoa, saidia

k. Wakipenda wanaweza kuondoka?
Ndio, wakipenda wanaweza kuondoka.

amka, maliza kazi, pona

1. Kama akikujulisha utafurahi?
Ndio, akinijulisha nitafurahi.

eleza, ambia, ongoza

m. Wazazi wakiondoka, watoto watafanyaje?
Wazazi wakiodoka watoto wataondoka pia.

lala, furahi, pigana

6th PERIOD SITUATIONAL APPLICATION LESSON 62

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Katika hospitali moja daktari alitoa dawa bure kwa wagonjwa. Karani aliyefanya kazi kule alitaka kujipatia faida kidogo kwa njia ya chini chini. Hivyo aliiba dawa kama aspirini na yodini na aliiuza kwa watu kule nje.

Siku moja nilimkuta akiuza dawa. Hakujua kwamba nilimwona. Kwa ghafula aligeuka akaniona. Alioogopa sana aliponitambua akaangusha dawa chini, lakini aliendelea kunitazama usoni tu. Halafu alienda zake.

Niliokota paketi alizoangusha nikazifungua, nikaona ndani yake kuna vidonge vya aspirini na kichupa cha yodini. Dawa hii ilitoka hospitali. Nilitambua kwamba karani haaminiki, nikaenda kwa daktari, nikamwambia habari zote. Yeye hakufurahi aliposikia habari hizi na bila kukawia alimwita karani. Karani alipofika na aliposikia habari zote, hakuweza kukana na alisema kwamba alikosa.

Step 2. Questions based on the above narration:

Daktari alitoa dawa kwa bei gani?
Nani alipata dawa?

6th PERIOD SITUATIONAL APPLICATION LESSON 62

Karani aliyefanya kazi kule alitafuta faida zaidi?
Aliitafuta kwa njia gani?
Aliiba dawa gani?

Alifanya nini na dawa halafu?
Nilimkuta akifanya nini?
Aliogopa aliponiona?
Alifanya nini na paketi?
Aliendelea kutazama nini?

Nilifanya nini na paketi?
Nikatambua nini?
Daktari alifurahi aliposikia?
Akamwita nani?
Karani alikana habari hizo?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

In the previous lesson we learned to use the 'KI' or 'if' tense to indicate a conditional situation.

e.g. Ukirudi upesi nitakupa bakshishi.
If you return quickly, I'll give you a tip.

In this lesson, we shall learn about another usage of the 'KI' tense, and that is simultaneous action. When there are two verbs following each other in a phrase or sentence, indicating that one action was going on at the same time as another, then the second verb will take the 'KI' tense, regardless what tense the first verb may take.

e.g. Nilimwona akicheza. = I saw him playing.
Nitamkuta akiandika.= I'll find him writing.

In English that second verb usually takes an 'ing' ending, while in Swahili the 'KI' tense is used.

II. Cultural Note

The small dispensaries being established in rural areas are of great value. Medical aid is otherwise not easily available. Only first aid and lighter cases are treated at such dispensaries.

The local dispenser or assistant may become quite an important person. Some may be tempted to establish a small 'racket' on the side by peddling pills outside the dispensary. These, of course, may have been stolen from the dispensary. The dialogue in this lesson deals with such an instance.

SWAHILI BASIC COURSE

LESSON 63

LESSON 63

1122

1. LANGUAGE STRUCTURE

a. Morphology: The Indirect Command, the Subjunctive.

2. CONTENT STRUCTURE

a. Situational picture: Camouflage. Aerial attack.

b. Cultural note: None: Military situation.

c. Lexical items:

mpango wa utayari	(alert system)
simu	(signal, wire, telegram)
ndege za adui	(enemy planes)
amrisha	(to order)
mwanahewa	(airmen)
kujiweka tayari	(get ready, be in readiness)
ndege za vita	(fighter planes)
kombora	(shell, bomb)
kisirisiri	(secretly)
ngome	(fortification)
vidanganya macho	(camouflage)
kamuflaji	(camouflage)
shindwa	(be unable, be defeated)
reli ya njia mbili	(2 track railroad)
njia panda	(cross road)
redari	(radar)
mizinga ya ndege	(anti-aircraft gun)
kuzima moto	(extinguish fire)

1st PERIOD PERCEPTION DRILL LESSON 63

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on indirect commands.

a. Lazima afanye.
Lazima aende.
Lazima wawe tayari.
Lazima wajiweke tayari.

b. Mwambie aende.
Mwambie afanye.
Mwambie atengeneze.
Mwambie ajifiche.

c. Waamrishe watayarishe ndege.
Waamrishe wasikilize simu.
Waamrishe wajifiche kisirisiri.
Waamrishe washambulie.

d. Anataka niamrishe.
Anataka niende sasa.
Anataka nirudi leo.
Anataka niwe tayari.

e. Niamrishe?
Niende?
Nitayarishe?
Nifanye?

f. Uwe tayari.
Awe tayari.
Tuwe tayari.
Wawe tayari.

2. Semantic drills.

a. Ndege za adui.
Ndege za vita.
Ndege za msituni.

b. Eropleni za adui.
Eropleni za bomu.
Eropleni za makombora.

c. Kuwa tayari.
Kuwa macho.
Kuwa mgonjwa.

d. Kwa siri.
Kisirisiri.
Hii ni siri.

e. Simu.
Simu ya upepo.
Habari ya simu.

f. Redio.
Habari ya redio.
Redari.

g. Vidanganya macho.
Kamuflaji.
Maficho.

h. Shinda adui.
Adui ameshindwa.
Nimeshindwa kwenda.

i. Njia ya reli.
Reli ya njia mbili.
Stesheni ya reli.

j. Gari la moshi.
Kusafiri kwa gari la moshi.
Stesheni ya gari la moshi.

k. Mzinga wa ndege.
Mzinga mdogo.
Mzinga mkubwa.

l. Kuzima moto.
Kuwasha moto.
Kusikia moto.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Mpango wa utayari unafanya kazi vizuri?
   Ndio, tumepata simu ndege za adui ni njiani.

2. Je, adui anajua tumejenga ngome hapa?
   Sijui, lakini lazima tuwe tayari.

3. Niamrishe wanahewa wajiweke tayari?
   Ndio, watayarishe ndege za vita.

4. Eroplèni kubwa zitachukua makombora?
   Si leo, tutajificha hapa kisirisiri.

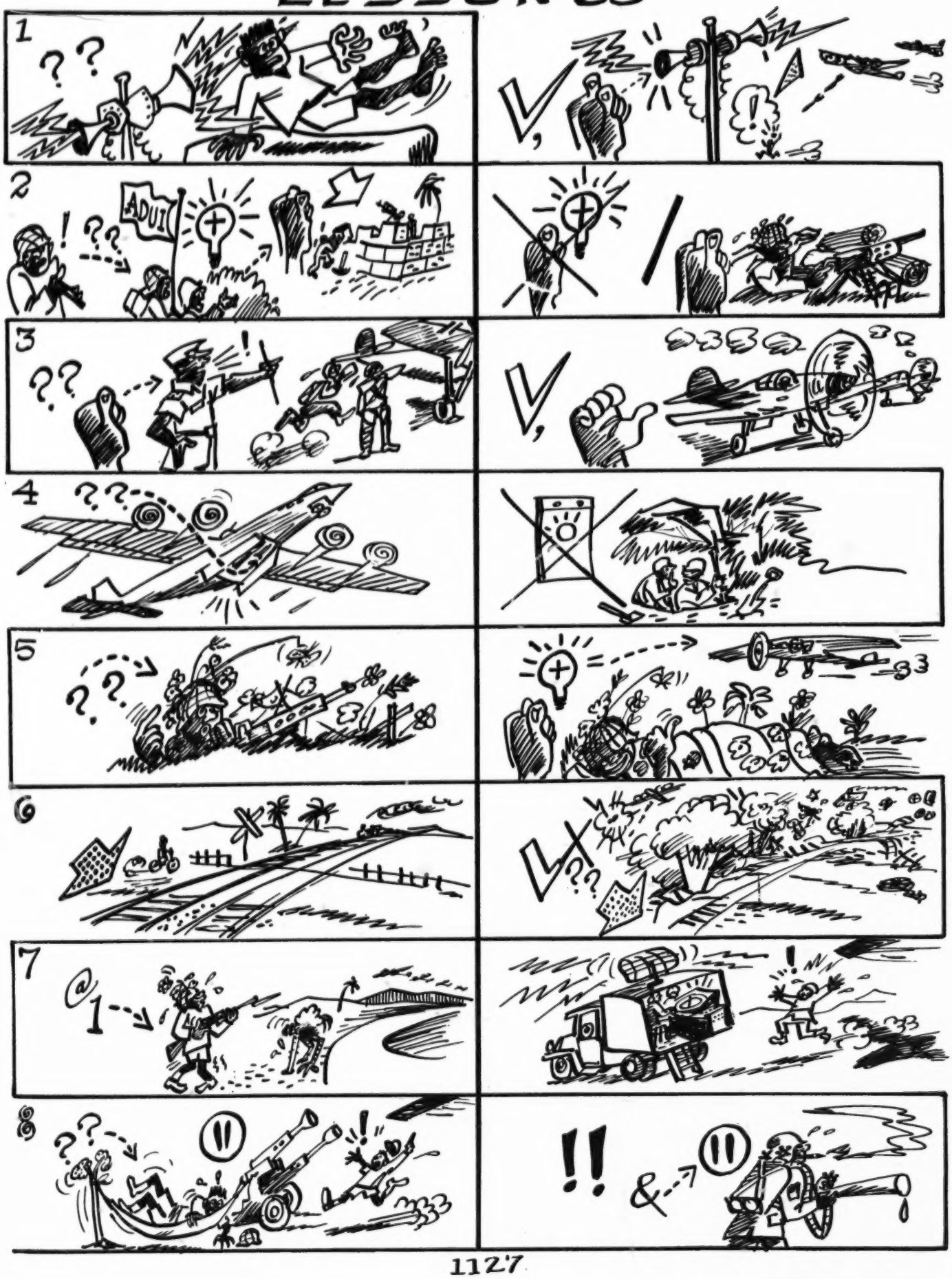
5. Vidanganya macho (kamuflaji) vitatosha?
   Tutajua kama adui atashindwa kutuona.

6. Kuna reli ya njia mbili karibu, hata njia panda.
   Labda adui atashambulia hapa basi.

7. Lazima wote wawe tayari kwa mashambulio?
   Waambie wenye kusimamia redari wawe macho.

8. Wenye kutumia mizinga ya ndege wawe tayari pia?
   Hasa wao, na wenye kuzima moto vilevile.

LESSON 63



1. Is the alert system working properly?

   Yes, we had a signal that enemy planes are on the way.

2. Say, does the enemy know we erected fortifications here?

   I don't know, but we must be ready(on the alert).

3. Shall I order the airmen to get ready?

   Yes, they should ready the fighter planes.

4. Will the heavy planes carry bombs?

   Not today, we will conceal ourselves here secretly.

5. Will the camouflage be enough?

   We'll know if the enemy is unable to see us.

6. There is a double track railroad nearby, also a crossroad.

   Perhaps the enemy will attack there.

7. Everyone must be ready for an attack.

   Tell the radar men to be on the alert.

8. Should the anti-aircraft gunners be ready too?

   By all means, and also the fire fighters.

3rd PERIOD PATTERN DRILL I LESSON 63

Step 1.

1. Repetition Drill

a. Uliniamuru nifanye kazi.
Uliniamuru nifanye kazi.

pata, maliza, tunza, anza.

b. Aliamrisha tutumie makombora.
Aliamrisha tutumie makombora.

chukua, tayarisha, peleka.

c. Kapteni aliniambia niwakamate wevi.
Kapteni aliniambia niwakamate wevi.

funga, hoji, acha, fukuza.

d. Lazima wanahewa wajitayarishe.
Lazima wanahewa wajitayarishe.

jizoeza, ondoka.

e. Waambie watumie vidanganya macho.
Waambie watumie vidanganya macho.

chukua, tafuta, ondoa, weka.

f. Ninataka wenye mizinga ya ndege waondoke.
Ninataka wenye mizinga ya ndege waondoke.

kimbia, rudu, kuja, pumzika.

2. Substitution Drill

a. tufanye
Ametoa amri ------- kazi.
Ametoa amri tufanye kazi.

tafuta, uliza, pata, acha.

b. mtunie
Tumeamrisha ------ makombora.
Tumeamrisha mtumie makombora.

chukua, pata, rudisha, peleka.

c. waweke
Uliwaambia ------ ngome.
Uliwaambia waweke ngome.

haribu, vunja, ondoa, tafuta.

d. mtumie
Nimesema ------ vidanganya macho.
Nimesema mtumie vidanganya macho.

ondoa, peleka, acha, haribu.

e. wapumzike
Wenye mizinga ya ndege --------- sasa.
Wenye mizinga ya ndege wapumzike sasa.

ondoka, kwenda, simama, rudi.

Step 2. Language clab session (if applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the clab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue and Pattern drill practice.

b. Written work based on lesson 43.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 63

Step 1. Recitation of the dialogue.

PATTERN DRILL II

Step 2. Patterned response drill

a. 1st: Umewaambia watayarishe mpango wa utayari?
2nd: Sijawaambia watayarishe.

tengeneza, jifunza, fundisha, chungua.

b. 1st: Anataka wanahewa waondoke?
2nd: Ndio, anataka waondoke.

pumzika, lala, kuwa tayari, simama.

c. 1st: Niamrishe wenye makombora wakimbie?
2nd: Ndio, waamrishe wakimbie.

rudi, toroka, endelea, ngoja.

d. 1st: Unataka eroplani kubwa ziondoke?
2nd: Ninataka ziondoke.

simama, ngoja, pumzika, kwenda.

e. 1st: Tushambulie kwenye njia panda?
2nd: Ngojeni kwanza.

kwenda, ngoja, pumzika, tafuta.

5th PERIOD RECOMBINATION DRILL LESSON 63

Note: If facilities are available this period can be scheduled for a language lab session.

a. Umewaambia wajenge ngome?
La, sijawaambia.

tafuta, haribu, tayarisha, tengeneza

b. Tushambulie vituo vya ndege sasa?
Ndio, shambulieni hivyo.

tafuta, jenga, tayarisha, tengeneza.

c. Nitumie mizinga ya ndege?
Ndio, tumia hiyo.

rudisha, peleka, haribu, weka

d. Mliwarukia adui mara moja?
Tuliwazunguka kisirisiri.

shambulia, kamata, fukuza

e. Wenye kuzima moto wamerudi?
Hawajarudi.

fika, pumzika, ondoka, kwenda

f. Hamkutumia makombora?
Hatukutumia makombora.

pata, chukua, hitaji, peleka

g. Watatafuta kwenye njia panda?
Hawatatafuta.

ona, ngoja, pumzika, lala

h. Walikukuta ukifanya nini?
Walinikuta nikinywa chai.

uza, tengeneza, nunua

i. Ukihitaji pesa utazipata wapi?
Nikihitaji pesa nitazipata hapa.

taka, tafuta, tamani

j. Unataka aende?
La, sitaki aende.

jificha, lala, kaa

k. Mnajua kama ameingia?
Ndio, tunajua kwamba ameingia.

jificha, lala, toka

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wakati wa vita ni lazima kujua kama adui ata-shambulia, ili askari wajiweke tayari. Hivi askari, hata na wenyeji wa nchi wanafuata mpango wa utayari. Wenye kutunza mpango wa utayari wanapata habari kwa njia mbalimbali juu ya ma-shambulio ya adui. Halafu wanajulisha watu wetu kwa simu na njia nyingine kama adui ametoka ku-shambulia.

Kikosi chetu kimejenga ngome ndogo na wanajificha kisirisiri. Wametumia vidanganya macho ile adui asiwaone. Wanahewa wetu wako tayari kupigana kwa eropleni ndogo za vita, na eropleni kubwa ziko tayari hata na makombora. Lakini wanahewa watakaa tu bila kupigana, ili wamdanganye adui.

Sababu ya reli na njia panda karibu askari wetu wanafikiri adui atashambulia hapo. Ingawa ni hivyo, wote wako tayari, hata wenye kusimamia redari na wenye kuzima moto kama itatukia.

Step 2. Questions based on the above narration:

Ni lazima kujua nini wakati wa vita?
Mpango wa utayari ni nini?
Wenye kutunza mpango huo wanapata nini?
Wanawajulisha nani halafu?
Wanawajulisha kwa njia gani?

Kikosi chetu kimejenga nini?
Wanajificha wapi?
Wametumia nini?
Wanahewa wako tayari kufanya nini?
Eropleni kubwa zinachukua nini?

Wanahewa watakaa kisirisiri?
Watapigana kama ni lazima?
Kuna nini karibu?
Askari wanafikiri nini?
Nani tena ni tayari?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

Indirect Command - The Subjunctive Form.

In Swahili the subjunctive is one of the simplest forms.

a. The imperative, or direct command, can be shown graphically as A commanding C directly, face to face as it were.

Now when still another party is involved, A may tell B to pass on instructions to C. A's instructing C through B makes this an indirect procedure.

Action is to be initiated through a command, order, instruction, wish, desire, a polite request, or it may even be understood or implied. The resulting action is presented in the subjunctive.

b. Before going on to the subjunctive construction, a review of the imperative will be helpful as an introduction and for comparative purposes.

1. In the imperative form, the verb stem stands alone, without a subject or tense prefix:

   Saidia! Tazama! Piga! Lete!

2. Which in the plural takes the suffix '-ni'.

   Saidieni! Tazameni! Pigeni! Leteni!

3. When used with an object prefix to show object of the command:

   Msaidie! Mtazame! Mpige! Mlete!

c. A sentence with an indirect imperative or or subjunctive construction usually has two clauses. The first clause has the normal verb construction with : subject prefix, tense sign, object prefix (as required) and the verb.

For example: Aliamuru -- He commanded --
Wanataka -- They want --
Nimeomba -- I have begged --

This is followed by the indirect imperative clause, which in its subjunctive construction contains the verb stem with a subject prefix, no tense sign, and an object prefix as required. Verbs ending in 'a' change the 'a' to 'e', other endings remaining unchanged.

- ningoje	(that) I wait
- mtusaidie	(that) you help us
- unipe pesa	(that) you give me money

Imperative Clause	Subjunctive Clause
A - li - amuru (He commanded	ni - ngoje that I wait.)
Wa - na - taka (They want	m - tu - saidie you to help us.)
Ni - me - omba (I have begged	u - ni - -pe pesa you to give me money.)

d. In a conversation the person issuing the order or request is not necessarily mentioned, as he may be understood or implied. The motivating compulsion is always there.

Example: Tumpe pesa! (Let's give him money!)
Initiator implied.

Njooni, tumpe pesa! (Come, let's give him money!)

e. Such words as: lazima, afadhali, bora, heri, etc. imply compulsion, moral or otherwise, and so the subjunctive form would be used after such words.

Example: Ni lazima arudi.
It is necessary that he return.

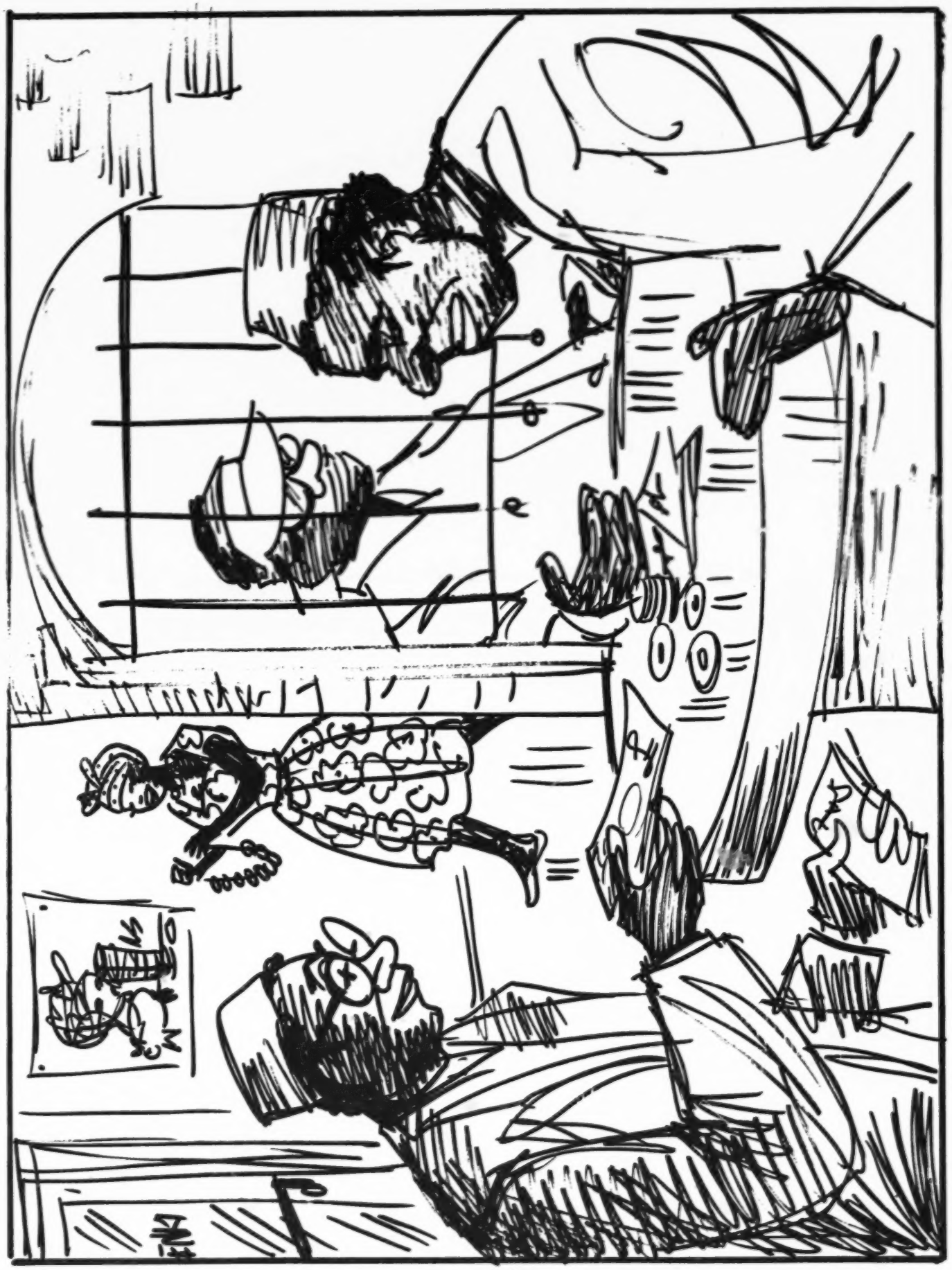
Heri tule sasa.
We had better eat now.

II. Cultural Note

None. The dialogue deals with a military subject - camouflage.

SWAHILI BASIC COURSE

LESSON 64



1. LANGUAGE STRUCTURE

a. Morphology: Negative Subjunctive (Indirect command in the negative.)

2. CONTENT STRUCTURE

a. Situational Picture: Changing money in the bank. Small change.

b. Cultural Note: East African money.

c. Lexical items:

pauni	pound sterling
thumni (sumni)	a coin worth 50 cents
kitano	5 cent piece
kikumi	10 cent piece
pesa nane	25 cents worth
sarafu	coin
noti, pesa za karatasi	note, paper money
fedha	silver
dhahabu	gold
shaba	copper, brass
badilisha pesa	change money
chenji, chenji pesa	change, change money
chuma pesa	earn money, make money
poteza pesa	lose money
riziki	necessities of life
stahili	deserve
thamani	value
mfuko wa pesa	purse, money bag
pesa nyeupe	silver coins
pesa ndogo	small change

1st PERIOD PERCEPTION DRILL LESSON 64

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills using the negative subjunctive.

a. Mwambie asifanye hivi.
Mwambie asiende sasa.
Mwambie asichelewe.
Mwambie asije kesho.
Mwambie asile chakula sasa.

b. Waambie wasimpige.
Waambie wasiende.
Waambie wasikae sana.
Waambie wasivute sigara hapa.
Waambie wasiharibu kazi.

c. Twende!
Tusiende!
Tufanye hivi!
Tusifanye hivi!
Tumsaidie!
Tusimsaidie!

d. Je, nipumzike sasa?
La, usipumzike.
Je, nikusaidie leo?
La, usinisaidie.
Je, nimpe pesa?
La, usimpe pesa.

2. Drills using new expressions.

a. Shilingi ni pesa.
Pauni ni pesa.
Senti ni pesa.

b. Pauni ina shilingi ngapi?
Pauni ina shilingi ishirini.

Shilingi ina senti ngapi?
Shilingi ina senti mia.

c. Kikumi ni senti kumi.
Kitano ni senti tano.
Pesa nane ni senti ishirini na tano.
Thumuni ni senti hamsini.

d. Sarafu ni pesa.
Shilingi ni sarafu.
Shilingi ni sarafu ya fedha.
Senti ni sarafu ya shaba.

e. Noti ni pesa ya karatasi.
Kuna noti ya shilingi 5/.
Kuna noti ya shilingi 10/.
Kuna noti ya shilingi 20/.

f. Nataka kubadilisha pesa.
Nataka kuchenji pesa.
Tafadhali, nipe chenji ya Sh. 5/.
Utapata chenji katika benki.

g. Mtumishi anafanya kazi.
Anapata mshahara.
Anachuma pesa.
Mwingine anatupa pesa.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Ili nisiende sokoni bila pesa ndogo, nitafanyaje?

   Si neno, mwenzangu, benki ni karibu hapa.

2. Kumbe, ni Barclays Bank, hiyo inajulikana sana.

   Kweli; je, ungependa karani huyu akusaidie?

3. Ndio, tafadhali anibadilishie noti hizi.

   Ungependa chenji ya pauni ngapi?

4. Nina pauni mbili na shilingi tano tu.

   Basi, hapa noti za shilingi 10/- na baki ni pesa nyeupe.

5. Sarafu za shaba zina thamani gani?

   Kitano ni senti 5, na kikumi ni senti 10.

6. Sarafu hii ndogo ya fedha ni nusu shilingi?

   Ndio, pengine watu husema ni thumuni.

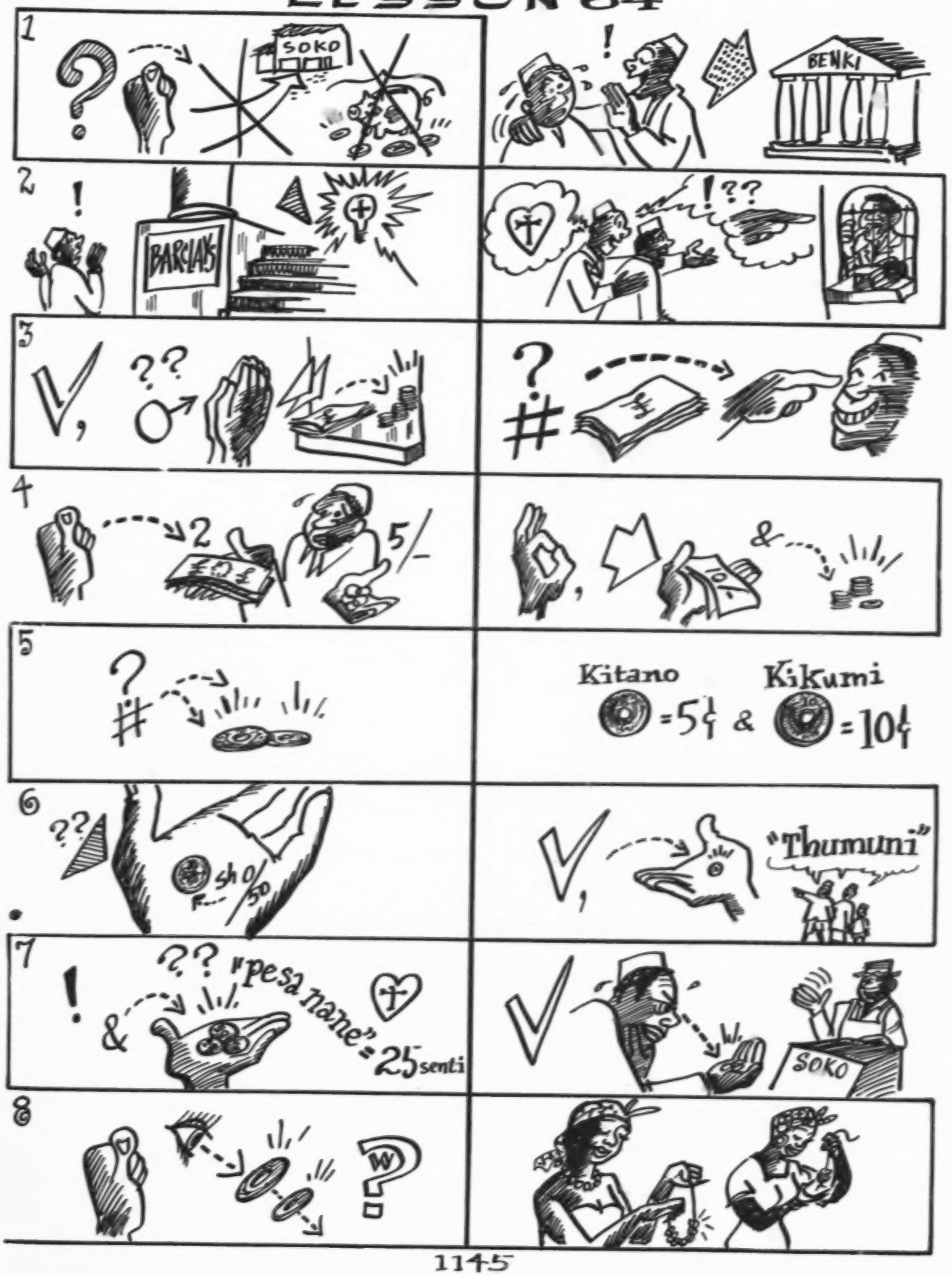
7. Je, na pesa nane ni senti 25 kweli?

   Ndivyo, angalia wasikudanganye sokoni wasikuambie ni zaidi.

8. Naona kwamba sarafu za masenti zina matundu, kwa nini?

   Ili wasizipoteze, wanawake walizifunga pamoja kwa uzi.

LESSON 64


1
SOKO
BENKI
2
BARCLAYS
3
4
2
5/-
10/-
5
Kitano
=5¢ &
Kikumi
=10¢
6
Sh 0/50
"Thumuni"
7
"pesa nane" = 25 senti
SOKO
8

1. What shall I do, so I won't go to market without small change?

   Nevermind, my friend, there's a bank nearby.

2. Well, if it isn't Barclays Bank, this is very well known.

   True; say, would you like this teller to help you?

3. Yes, would he please change these notes?

   For how many pounds would you like change?

4. I have only two pounds and 5 shillings.

   O.K., here are Sh. 10/-notes and the rest in silver.

5. What value do the copper coins have?

   A "kitano" is 5 cents, and a "kikumi" 10 cents.

6. Is this small silver coin a half shilling piece?

   Yes, on the other hand people call it a "thumuni.

7. Say, and is "pesa nane" truly 25 cents?

   Yes, be careful they don't cheat you at the market and tell you it's worth more.

8. I see that the cent pieces have holes in them, why?

   So they don't lose them, women tie them together with a piece of string.

Step 1. Drills on the negative form of the Subjunctive.

1. Repetition Drill

a. Usininunulie motokaa ya thamani kubwa.

mkeka, baisikeli, shamba

b. Msiwapatie sarafu nyingine.

letea, pelekea, kupa

c. Ametuambia tusipate chenji zaidi.

toa, tuma, weka

d. Tafadhali usibadilishe pesa katika benki.

weka, toa, peleka

e. Usimpatie kitano kingine.

kikumi, noti, thumuni

f. Nimewaambia wasitumie pesa za karatasi.

pokea, ficha, toa

g. Usitupe pesa zako bure.

haribu, toa, poteza

h. Mpe sarafu zenye matundu.

tolea, tumia, lipa

i. Nipatie chenji ya pauni moja.

kupa, onyesha

2. Substitution Drill

a. msiwabadilishie: ---------- watoto noti zao.

rudishia, nyang'anya, kupa

b. usiwape: ------- wafanyi kazi mshahara leo.

nyima, lipa, patia

c. nisiweke: Wameniamrisha ------- sarafu za shaba.

tumia, chukua, toa

d. msiwalipe: ------- zaidi ya pesa nane kila mmoja.

kupa, onyesha, letea

e. awasaidie: Nitamwomba --------.

ongoza, lipa, pokea

f. wasikudanganye: Angalia sana ----------.

kupiga, ua, poteza

g. unibadilishie: Nataka ----------noti hizi.

lipa, kupa, tumia

h. asiondoke: Mwambie karani -------- sasa.

pumzika, lala, fanya kazi

i. msikaribie: Tafadhali --------- hapo.

kwenda, simama, kaa

Step 2. Language clab session (if applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the clab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue and pattern drill practice.

b. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 64

Step 1. Recitation of the dialogue.

PATTERN DRILL II

Step 2. Patterned response drill.

a. Atafanyaje ili apate pesa za kutosha?
Ni lazima afanye bidii ili apate pesa.

weka, lipa, chuma

b. Ulimwambia akubadilishie pauni ngapi?
Nilimwambia anibadilishie pauni tatu.

patia, lipia, letea

c. Wanakuomba uwape pesa ngapi?
Wananiomba niwape senti kumi kila mmoja.

lipa, pelekea, patia

d. Mtafanyaje ili wasiwadanganye?
Tutajihadhari sana ili wasitudanganye.

kamata, ona, gundua

e. Alikuambia ulipe thumuni?
La, hakuniambia nilipe thumuni.

toa, weka, tumia

5th PERIOD RECOMBINATION DRILL LESSON 64

Note: If facilities are available this period can be scheduled for a language lab session.

a. M1ipoendelea kaskazini mliona nini?
Tulipoendelea kaskazini tuliona ziwa Victoria.

enda, elekea, safiri

b. Wanajitayarisha ili wasafiri wapi?
Wanajitayarisha ili wasafiri Kenya.

shambulia, ingia, ende

c. Walikuamrisha uongee lugha gani?
Waliniamrisha niongee Kiswahili.

soma, jifunza, andika

d. Unataka nimpe mtumishi bakshishi?
Ndio, mpe bakshishi kidogo.

patia, pelekea

e. Usipowaelezea vizuri watafanyaje?
Nisipowaelezea vizuri watanifukuza.

fundisha, ongoza, karibisha

f. Gavana atakaa hapa kwa muda gani?
Atakaa hapa kwa miaka minne.

sisi, wageni, ninyi

g. Umepata kuuona mlima Kilimanjaro?
La, sijapata kuuona mlima huo.

watu wa Unguja, vitabu vyangu, mikeka yao.

h. Unajuaje kwamba <u>wamefika</u> mjini?
Ninajua wamefika kwa sababu niliwaona.

rudi, jificha

i. <u>Jengo</u> gani lilibomolewa jana?
Jengo la Juma lilibomolewa jana.

nyumba, majengo

j. <u>Meli</u> imeingia bandarini?
La, haijaingia bandarini.

mtumbwi, mitumbwi, wanamaji

k. <u>Tutawavizia</u> adui usiku wa manane.

shambulia, teka, fukuza

l. Asipolala kifudifudi <u>ataonekana</u>.

anguka, kufa, 'mia

m. <u>Wanahewa</u> hawakushambulia kwanza.

sisi, wewe, ninyi

n. Ndege za adui <u>hazikuonekana</u>.

patikana, haribiwa, shambuliwa

o. <u>Alikana</u> mashtaka yote manne.

kubali, jibu

p. <u>Hakimu</u> alikata neno mara moja.

sisi, wageni, ninyi

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Nilipomtembelea mwenzangu kule Nairobi siku moja, nilimkuta akijitayarisha kwenda sokoni. Alinikaribisha niende pamoja naye. Nilikubali, lakini nilipoangalia mfukoni niliona ya kwamba sina pesa ndogo ndogo. Hivyo ilinibidi kufika benki kwanza kubadilisha pesa za karatasi.

Kwa sababu sijafika Nairobi, wala Afrika ya Mashariki siku nyingine bado, sikujua matumizi za pesa za huko. Hivyo tulipofika Barclays Bank, benki inayojulikana sana kule, nilionyeshwa aina za sarafu za kule. Kwanza nilitambua kwamba kuna senti mia moja katika shilingi moja. Sarafu za senti moja ni za shaba nyekundu. Ni ndogo sana na zina tundu katikati. Hata sarafu nyingine za shaba, yaani vitano na vikumi zina tundu vilevile. Wanawake wakipenda kufunga sarafu hizo salama wapitisha uzi au kamba nyembamba katika tundu na hivyo wanazifungia pamoja ili zisipotee.

Pesa nyeupe, yaani sarafu za fedha, ni zile za

shilingi moja na nusu shilingi. Nusu shilingi ni senti hamsini, na kwa watu wengi ni thumuni. Pesa za karatasi ni noti za Sh. 5/-, Sh. 10/-, Sh. 20/-, Sh. 100/-, na Sh. 1,000/-. Maandiko juu ya noti hizo ni katika lugha tatu, yaani: Kiingereza, Kiswahili (kwa mwandiko wa Kiarabu), na Kihindi.

Karani wa benki alinipa chenji ya shilingi ishirini na tano, na hapo nilikuwa tayari kufuatana na mwenzangu kule sokoni.

Step 2. Questions based on the above narration:

Nilimkuta mwenzangu akifanyaje?
Nilikubali kwenda wapi?
Nilihitaji nini kwanza?
Benki ingalinisaidia kwa njia gani?
Je, nilikuwa mgeni kule Nairobi?

Nilijua matumizi ya pesa za kule?
Benki gani inajulikana sana Afrika ya Mashariki?
Sarafu za shaba ni za aina gani?
Za fedha ni za aina gani?
Noti ziko za aina na thamani gani?

Wanawake walizoea kufanya nini na sarafu za senti?
Walifanya hivyo kwa sababu gani?
Maana yake pesa nyeupe ni nini?
Maandiko juu ya noti ni kwa lugha gani?
'Pesa nane' ni nini?

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Note: When answering these questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

The Negative Subjunctive

The negative subjunctive is formed by simply inserting the negative particle 'si' after the subject prefix. It follows also the same pattern as the negative direct command which was studied in Lesson 39.

Examples: Alisema nisiende.
(He said that I shouldn't go.)

Angalia usipotee.
(Watch out you don't get lost.)

Mwambie asivute sigara hapa.
(Tell him not to smoke here.)

Angalia kikombe kisivunjike.
(Be careful so the cup doesn't break)

The short one-syllable verbs drop the 'ku' particle in the negative subjunctive just as they did in the affirmative.

Examples: ku-la, ku-ja, ku-fa.

Mwambie asile nyama hii.
(Tell him not to eat this meat.)

Waambie wasije kesho tena.
(Tell them not to come tomorrow again)

Mtunze vizuri ili asife.
(Take good care of him so he doesn't die.)

II. Cultural Note

The money system used in East Africa is partially based on the British system in that the Pound Sterling and the shilling is basic in the system.

The Pound is equal to 20 shillings, and each shilling in turn has 100 cents. The higher currency is in the form of paper notes and these are:-

5 shillings	(5/-)
10 shillings	(10/-)
20 shillings	(20/-)
100 shillings	(100/-)
1000 shillings	(1000)

It is interesting that the inscriptions on this paper money are in three languages: English, Swahili (with Arabic script), and Hindustani (with Hindi script).

The coins are as follows:-

a. 1 shilling silver coin.
50 cent piece silver coin.

b. 10 cent piece copper coin.
5 cent piece copper coin.
1 cent piece copper coin.

The copper coins have an interesting feature in that all these coins have a hole through the center. This has practical value, especially in rural areas, or for sparsely clad individuals in that these coins can be gathered and tied together on a piece of string.

The Swahili nomenclature for various money values and coins is often based on the English.

Pound	=	pauni
Shilling	=	shilingi
Cent	=	senti
Note	=	noti
Coin	=	sarafu
50 cent piece	=	thumuni, thumni, sumni,
10 cent piece	=	kikumi
5 cent piece	=	kitano

Often heard also is 'pesa nane' which is equivalent to 25 cents.

SWAHILI BASIC COURSE

LESSON 65

GREJI

1. LANGUAGE STRUCTURE

a. Morphology: The Habitual Tense. Tense sign 'HU'.

2. CONTENT STRUCTURE

a. Situational Picture: Car brought to a garage for repairs and servicing.

b. Cultural Note: Note on garage and service stations in East Africa.

c. Lexical items:

gereji	garage
mekanika	mechanic
aminika	trustworthy, reliable
gari	vehicle, car, cart
kabureta	carburetor
beteri	battery
piga stati	start an engine
hakikisha	make sure
waya	wire
plagi	plug, spark plug
badilisha	change
mafuta	oil
injini	engine
tairi	tire
gia	gear
girisi	grease
redieta	radiator
tangi	tank
petroli	gas, petrol

1st PERIOD PERCEPTION DRILL LESSON 65

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 'HU' tense.

a. Motokaa huharibika.
Motokaa huwaka upesi.
Motokaa hupendeza.

b. Mekanika huaminika.
Mekanika hutengeneza.
Mekanika hufanya kazi.

c. Ndege huruka.
Ndege hula chakula.
Ndege hukaa pale.

d. Watoto hucheza.
Wanafunzi hujifunza.
Walimu hufundisha.

e. Dereva huendesha motokaa.
Mwanahewa huendesha eropleni.
Wao huendesha mtumbwi.

f. Askari hodari hupigana.
Wanyama hula majani hapa.
Simba huua swala.

2. Semantic drill on borrowed words.

a. Anasafisha karbureta.
Anasafisha plagi.
Anasafisha injini.

b. Anajaza redieta.
Anajaza beteri.
Anajaza tangi.

c. Badilisha mafuta ya injini.
Badilisha mafuta ya gia.
Badilisha mafuta ya taa.

d. Hupiga ripoti.
Hupiga stati.
Hupiga pasi.

e. Tumehakikisha.
Tumebadilisha.
Tumepima tairi.

f. Anatia girisi.
Anatia petroli.
Anatia mafuta.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Wapi gereji? Motokaa huharibika kutwa.
   Gereji ni pale, na mekanika huaminika.

2. Hamjambo? Ninyi ni mekanika hapa?
   Ndio, twafanya kazi hapa siku zote.

3. Gari langu haliendi! Tafadhali safisha kabureta.
   Vizuri, tutaangalia beteri pia.

4. Motokaa huwaka upesi ninapopiga stati.
   Lakini sasa inakataa?

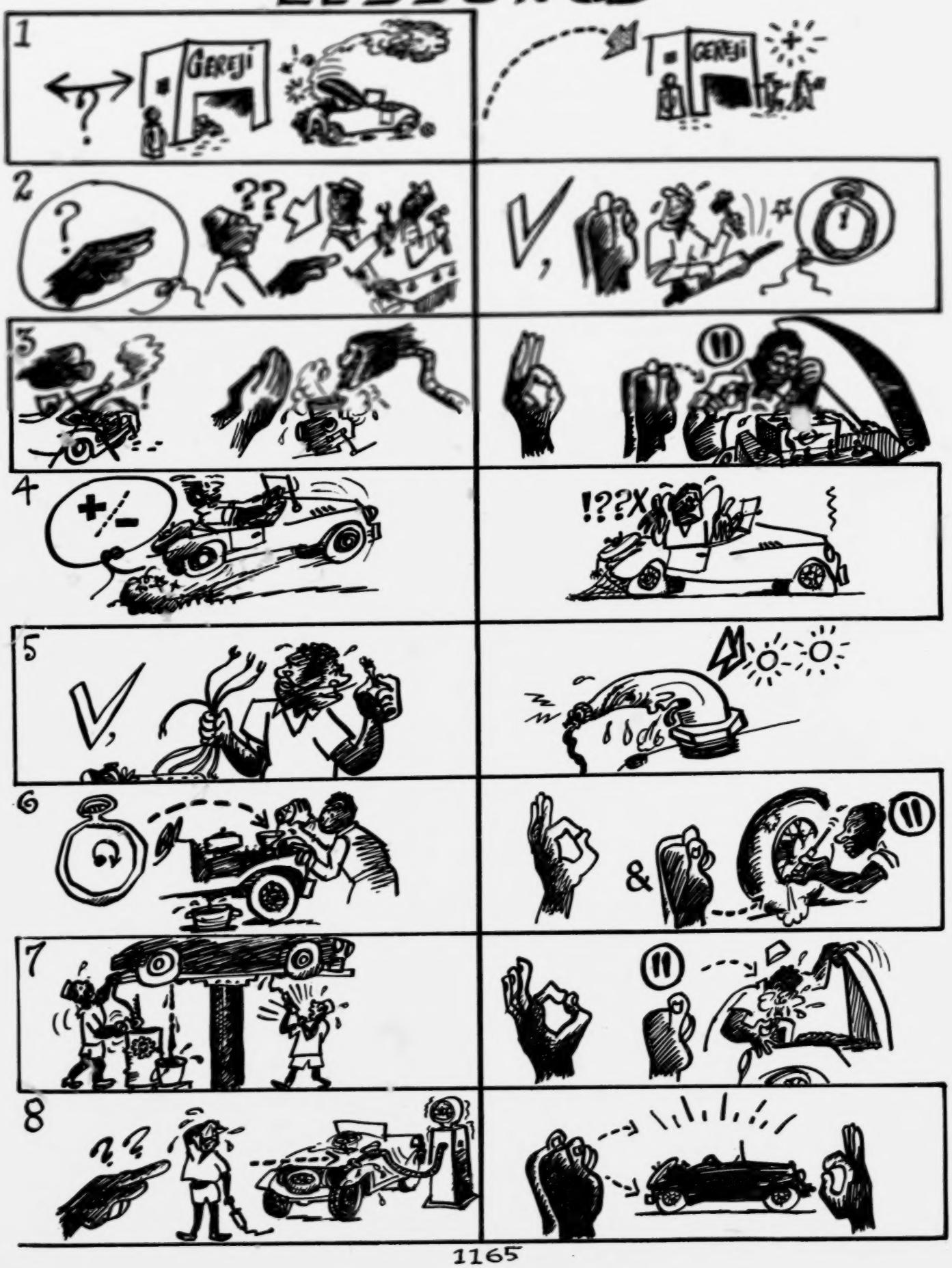
5. Ndio, hakikisha kama waya na plagi ni nzuri.
   Plagi huharibika upesi siku hizi.

6. Halafu badilisha mafuta katika injini.
   Vema na tutapima tairi vilevile.

7. Badilisha mafuta ya gia na tia girisi popote.
   Vema, nitahakikisha redieta imejaa vilevile.

8. Utakapomaliza kazi, jaza tangi petroli.
   Tutatengeneza kila kitu sawasawa.

LESSON 65



1. Where's the garage? The car is continually out of order.

   The garage is over there, and the mechanic is reliable.

2. Howdy! Are you the mechanic here?

   Yes, we work here all the time.

3. My car won't run! Please clean the carburetor!

   O.K., and we'll check the battery as well.

4. The car usually starts up quickly when I start it.

   And now it won't run?

5. That's right, make sure wiring and plugs are O.K.

   The plugs get out of order quickly these days.

6. Then change the oil in the engine.

   O.K. and we'll check the tires as well.

7. Change the gear oil and grease it everywhere.

   O.K. and I'll make also sure the radiator is full.

8. When you finish the job, fill up the tank with gas.

   We'll fix everything properly.

3rd PERIOD PATTERN DRILL I LESSON 65

Step 1.

1. Repetition Drill

a. Motokaa huharibika kutwa.
Motokaa huharibika kutwa.

enda, simama, tengenezwa, saidia.

b. Gari langu haliendi.
Gari langu haliendi.

simama, haribika, faa.

c. Plagi huharibika upesi.
Plagi huharibika upesi.

pasuka, vunjika, toboka.

d. Mtoto huyu huaminika sana.
Mtoto huyu huaminika sana.

fanya kazi, pumzika, lala, jifunza.

e. Mekanika hubadilisha mafuta siku zote.
Mekanika hubadilisha mafuta siku zote.

ongeza, tia, tumia, pata.

2. Substitution Drill

a. huharibika
Mashine ---------- mara nyingi.
Mashine huharibika mara nyingi.

vunjika, simama.

b. hutengeneza
Mekanika ---------- plagi siku zote.
Mekanika hutengeneza plagi siku zote.

nunua, haribu, uza, rudisha.

c. huaminika
Mtu huyu --------- kila mara.
Mtu huyu huaminika kila mara.

jifunza, fundisha, lala, pumzika.

d. huendesha
Dereva --------- motokaa kila siku.
Dereva huendesha motokaa kila siku.

nunua, leta, tumai, uza.

e. hupasuka
Plagi -------- kila mara.
Plagi hupasuka kila mara.

haribika, vunjika, chafuka.

Step 2. Language clab session (if applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the clab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue and pattern drill practice.

b. Written work based on lesson 45.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 65

Step 1. Recitation of the dialogue.

PATTERN DRILL II

Step 2. Patterned response drill.

a. 1st: Motokaa huharibika kila mara?
2nd: Ndio, huharibika kila mara.

anguka, gongana, vunjika, kutana.

b. 1st: Mashine hii huharibika saa zote?
2nd: La, huharibika mara chache tu.

simama, zunguka, pinduka, waka.

c. 1st: Mekanika huyu hufanya bidii sana?
2nd: Ndio, hufanya bidii sana.

kazana, chelewa, aminika, pumzika.

d. 1st: Redieta yako hupasuka mara nyingi?
2nd: La haipasuki mara nyingi.

vunjika, toboka, haribika.

e. 1st: Dereva hubadilisha mafuta kila siku?
2nd: Ndio, hubadilisha mafuta kila siku.

nunua, uza, pata, tafuta.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Waislamu huabudu Jumapili?
La, huabudu Ijumaa.

kutanika, burudika, pumzika

b. Wavuvi hupenda kuvua samaki?
Ndio, hii ni kazi yao.

furahi, enda, ondoka, tamani

c. Daktari huyu hupumzika Jumapili?
Ndio, hupumzika kila Jumapili.

fanya kazi, burudika, ogelea, tembea

d. Wagonjwa hulalamika siku zote?
Wengine hawalalamiki.

umia, pata dawa, pumzika, lala

e. Adui hushambulia kila jioni?
La, hawashambulii kila siku.

ingia, tawanyika, kutamika, hama

f. Hakimu hutoa hukumu siku zote?
Siku zingine hatoi hukumu.

chelewa, rudi, jifunza, amua kesi

g. Wakulima huvuna kila mwezi?
La, hawavuni kila mwezi.

panda, lima, kata miti, fyeka.

h. Wakristo huabudu siku gani?
Wakristo huabudu Jumapili.

pumzika, omba

i. Wageni hukaa wapi?
Wageni hukaa hapa kila mara.

pumzika, jiburudisha, kula

j. Motoka huhitaji maji kiasi gani?
Huhitaji maji kidogo tu.

tumia, pata, chukua

k. Nani husafisha karbureta yako?
Mekanika husafisha karbureta yangu.

tunza, tengeneza

l. Nani huendesha motokaa kila siku.
Dereva huendesha motokaa kila siku.

tengeneza, safisha, tunza

m. Mekanika hubadilisha mafuta ya injini pia?
Ndio, hubadilisha mafuta ya injini pia.

tumia, uza, nunua

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Juzi nilisafiri kwa motokaa kuonana na daktari. Motokaa yangu ni mzee kidogo na siku hizi ilianza kufanya matata. Hivyo nilipopita mjini nilitafuta gereji. Mtu mmoja aliniambia niende kwa gereji moja hapo karibu. Alisema mekanika ni hodari na anaaminika.

Mekanika aliyekuwa hapo aliniamkia na aliuliza habari ya motokaa. Nilimwambia asafishe kabureta na ahakikishe kama waya na plagi zote ni sawasawa. Atakapomaliza kazi hiyo nilitaka abadilishe mafuta katika injini na atie girisi, vilevile aangalie redieta, beteri na tairi zote.

Mekanika alitengeneza kila kitu vizuri. Nilipopiga stati injini iliwaka maramoja. Nilifurahi, nilimpa pesa zake, na niliendelea safari kuonana na daktari kwa sababu ya ugonjwa.

Step 2. Questions based on the above narration:

Nilikwenda wapi juzi?
Motokaa yangu ni mpya?
Ilianza kufanya matata?
Nilitafuta nini mjini?
Mekanika katika gereji alikuwa mtu mwema?

Nani aliniamkia?
Nilitaka mekanika asafishe nini?
Atafanya nini na plagi?
Nilitaka abadilishe mafuta?
Vilevile nilitaka aangalie nini?

Mekanika alitengeneza motokaa sawasawa?
Injini iliwaka upesi?
Nani alifurahi?
Niliendelea kuonana na nani?
Nilitaka kuonana na daktari sababu gani?

Note: When answering the above questions, students should do so by us ng complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

In this lesson we learn to use a tense and form of a verb which, in a way, is timeless. It has no past, present, or future. This is the habitual tense which is used to denote an action as being done all the time as a matter of custom, habit or inherent nature.

For example:-

Ndege huruka.
(Birds fly.)

Watoto hucheza hapa.
(The children customarily play here.)

Simba huwinda wanyama kwa chakula.
(The lion hunts animals for food.)

Wanawake huchota maji hapa.
(Women habitually draw water here.)

Note that a verb in this form has no subject prefix, and so the noun as subject has to be indicated or clearly understood.

II. Cultural Note

More modern service stations are being built everywhere in cities and smaller towns. The large oil companies such as: Shell, Standard, Texaco, BP, and others not so well known in the States operate throughout East Africa. The gallon in use there is the Imperial gallon, and not the smaller U. S. gallon. There are five U. S. gallons to 4 Imperial gallons.

When one drives up to the pump, it is a petrol pump, not a gas pump, and so one asks to have the tank filled with petrol.

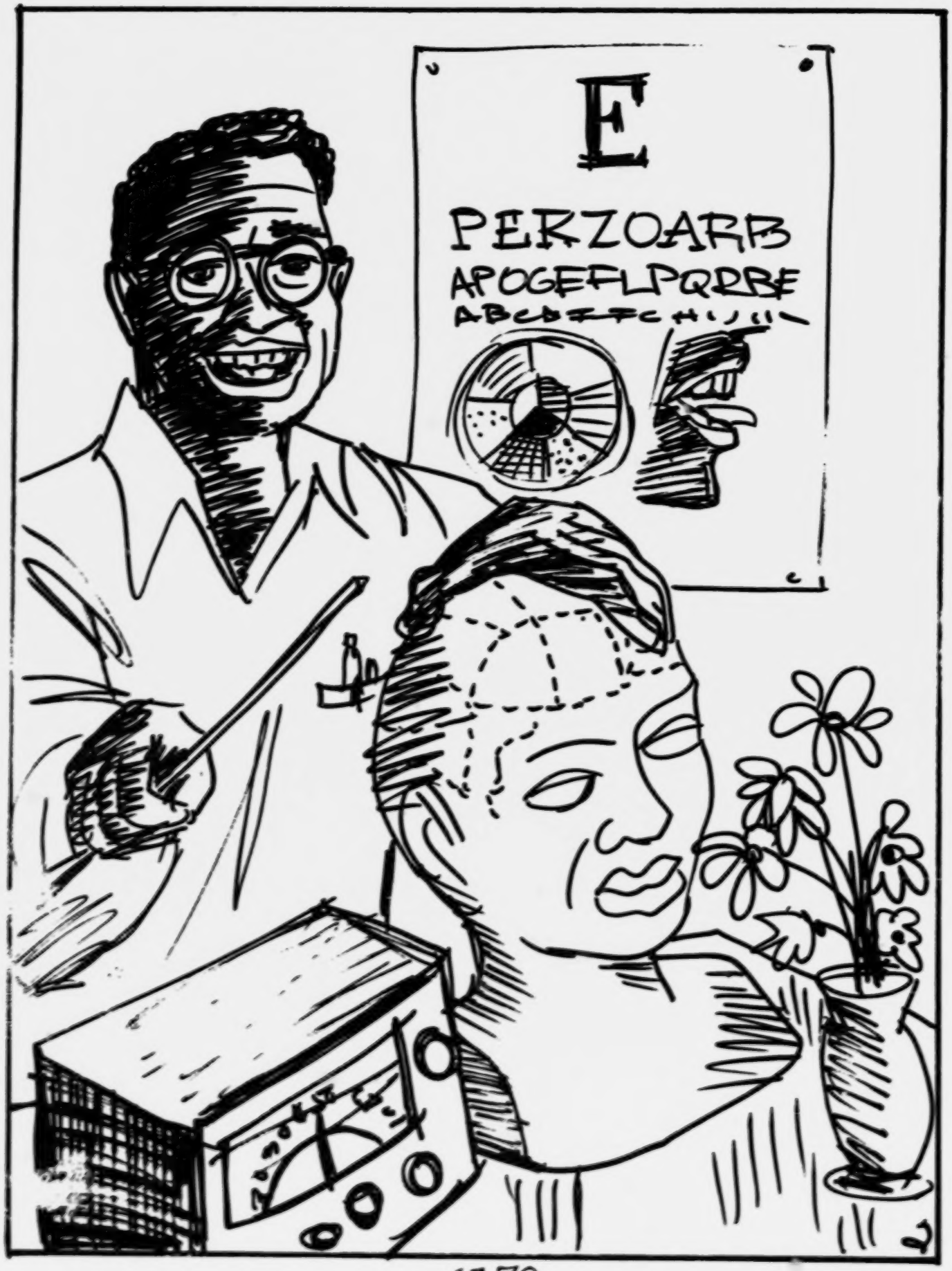
In smaller villages or rural shops or trading posts, there may not be a pump, but one may be able to buy petrol in 4-gallon tins. These tins when empty are in demand in many places and are used as handy containers to carry water in, or some people buy them in greater numbers, cut them open so they can be flattened, and then they are used as a form of cheaper roofing material.

Good garages and reliable mechanics will be found only in larger towns and cities. A driver who ventures out on poorer roads, over long stretches, has to be prepared to do his own repairs - or be stuck. It is wise to know something about the engine and to carry a good set of tools along, as well as a tire repair kit.

SWAHILI BASIC COURSE

LESSON 66

1176- 1177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1. LANGUAGE STRUCTURE

a. Morphology: Negative Conditional or Contingent Forms.

2. CONTENT STRUCTURE

a. Situational Picture: The head and the sense organs.

b. Cultural item: A note about interpretation of senses as also reflected in the language.

c. Lexical items:

miwani	(spectacles, glasses)
midomo	(lips)
kinywa	(mouth, mouth cavity)
pua	(nose)
maarifa	(knowledge, information, senses)
sikio	(ear)
wimbo	(song)
ulimi	(tongue)
kelele	(noise, racket)
jino (pl. meno)	(tooth)
wezesha	(enable)
nusa	(small, sniff)
pimia	(measure or fit someone)
nuka	(smell (badly) stink)
nukia	(smell nicely, be fragrant)
tafuna	(chew, masticate)
tamka	(pronounce, articulate)
umbo	(shape)
kiungo	(organ of body)
milango ya maarifa	(the senses - sight, hearing, etc.)
fahamika	(recognizable, discernible)
harufu	(odor, smell)
matamshi	(pronunciation)
onja	(taste)(v)

1st PERIOD PERCEPTION DRILL LESSON 66

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills using the Negative Contingent Tense.

a. Nisingenunua, (kama) nisingependa.
Nisingempa, (kama) nisingetaka.
Asingefanya, (kama) asingeweza.
Asingefaulu, (kama) asingejaribu.

b. (Kama) Tusingerudi, tusingemwona.
(Kama) Tusingeangalia, tusingefika.
(Kama) Wasingekula, wasingeshiba.
(Kama) Wasingemwona, wasingepata habari.

c. Singenunua, (kama) singependa.
Singempa, (kama) singetaka.
Hangefanya, (kama) hangeweza.
Hangefaulu, (kama) hangejaribu.

d. (Kama) Hatungerudi, hatungemwona.
(Kama) Hatungeangalia, hatungefika.
(Kama) Hawangekula, hawangeshiba.
(Kama) Hawangemwona, hawangepata habari.

e. Nisingalinunua, (kama) nisingalipenda.
Asingalifanya, (kama) asingaliweza.
(Kama) Tusingalirudi, tusingalimwona.
(Kama) Wasingalikula, hawangalishiba.

f. Singalimpa, (kama) singalipenda.
Hangalifaulu, (kama) hangalijaribu.
(Kama) Hatungaliangalia, hatungalifika.
(Kama) Hawangalienda upesi, hawangalimpata.

2. Drills using new expressions

a. Mtu ana milango ya maarifa.
Mlango mmoja ni kunusa kwa pua.
Mwingine ni kuona kwa macho.
Mwingine ni kusikia kwa masikio.

b. Pua ina uwezo kusikia harufu.
Pua ina uwezo kunusa.
Masikio yana uwezo kusikia sauti.
Masikio yana uwezo kusikia.

c. Macho yana uwezo kuona.
Watu wengine hawaoni vizuri.
Wao huenda kwa daktari ya macho.
Daktari atawapimia miwani.

d. Kinywani kuna meno mengi.
Meno ni ya kutafuna chakula.
Ulimi unatuwezesha kuonja chakula.
Ulimi unatusaidia kutamka maneno.

e. Harufu mbaya inanuka.
Harufu nzuri inanukia.
Masikio na macho ni viungo vya mwili.
Hata pua ni kiungo.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD SWAHILI DIALOGUE LESSON 66

1. Kichwa kina faida gani kwetu?

   Kichwani kuna viungo vya milango ya maarifa.

2. Hapo kichwani pana masikio, macho, na pua tu?

   Kuna hata kinywa pamoja na ulimi, meno na midomo.

3. Sauti zafahamika kwa njia gani?

   Masikio yetu mawili husikia sauti nyingi.

4. Macho yangu mawili yangetambua rangi tu?

   Yasingetambua rangi tu, hata umbo la vitu vingi.

5. Mtu akipata shida kuona vizuri angefanyaje?

   Asingeona vizuri, angepimiwa miwani.

6. Pua itaniwezesha kusikia harufu?

   Ukinusa kwa pua utasikia harufu mbalimbali.

7. Ikiwa harufu ni mbaya tusingesema inanukia.

   Ndio, na ikiwa harufu ni nzuri inanukia.

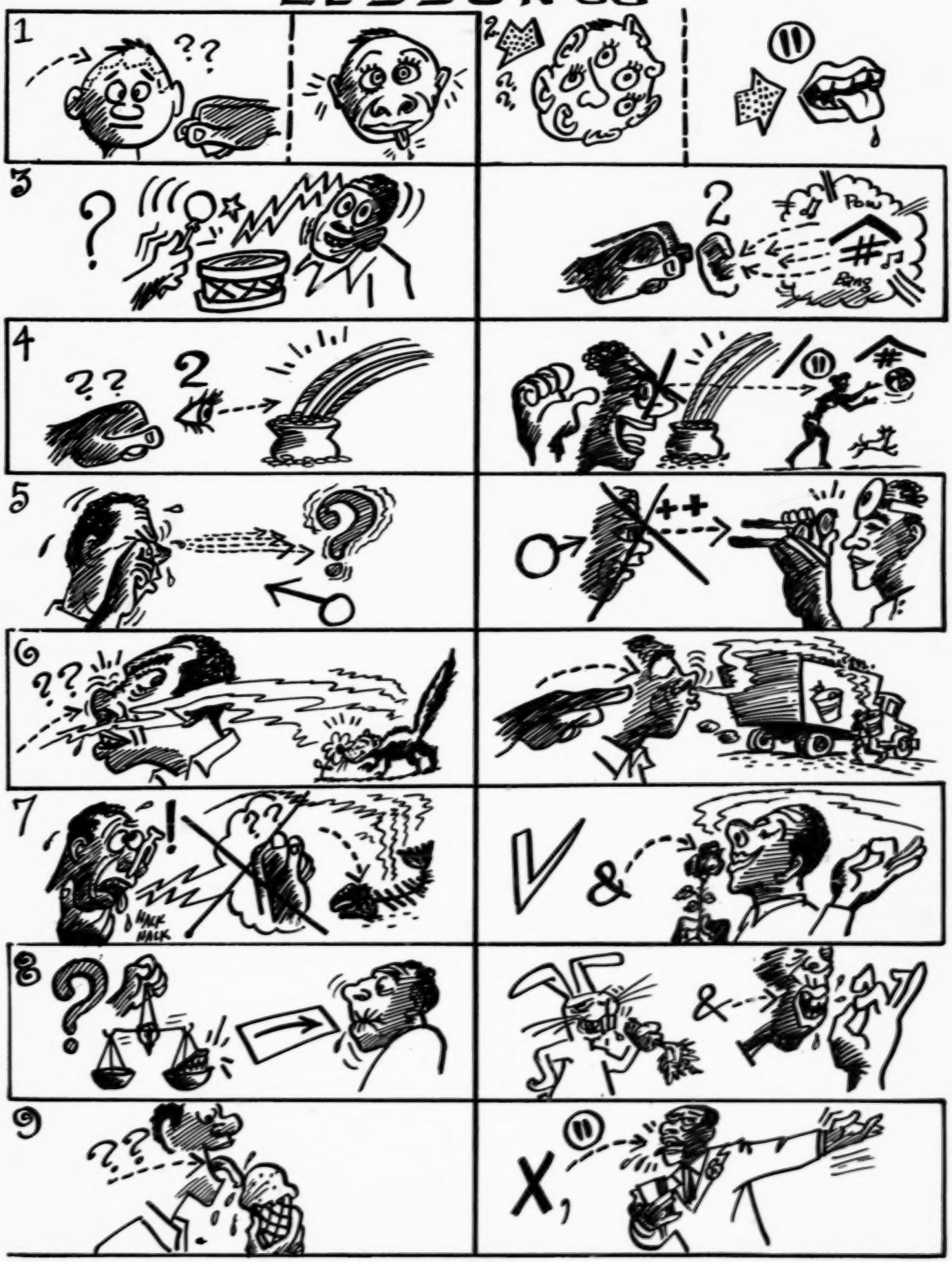
8. Meno kinywani yana faida gani?

   Meno ni ya kutafuna chakula na kusaidia matamshi.

9. Ulimi kinywani ni wa kuonja tu?

   La, ulimi ni msaada kwa kutamka maneno pia.

LESSON 66



1. Of what profit is the head to us?

   On the head are sense organs.

2. Are there only the ears, eyes, and nose on the head?

   There's also the mouth with the tongue, teeth and lips.

3. In what manner are the sounds comprehended?

   Our two ears can hear many sounds.

4. Would my two eyes recognize only colors?

   They wouldn't recognize just colors, but also the shape of many things.

5. If one should have trouble seeing well, what should he do?

   If he shouldn't see well, he should have glasses fitted.

6. Will the nose enable me to smell odors?

   If you smell with the nose, you'll pick up various odors.

7. If the odor is bad, we would not say it is fragrant.

   Yes, and if it is a pleasant odor, it is fragrant.

8. Of what use are the teeth in the mouth?

   The teeth are for chewing food and help in pronunciation.

9. Is the tongue only for tasting purposes?

   No, the tongue is also a help in speaking.

3rd PERIOD PATTERN DRILL I LESSON 66

Step 1. Repetition Drill

a. Kichwa kinafaida kwako.

miguu, macho, mkono

b. Sikio langu linaniuma.

masikio, viungo, mikono

c. Masikio yake yasingepona, angepelekwa hospitali.

viungo, kichwa, jicho

d. Kama sisi tusingetumia ulimi tusingetamka maneno.

wewe, mimi, ninyi

e. Usingefunua kinywa, usingeongea.

umia, imba

f. Asingekuwa na meno, asingetafuna chakula.

kula, pata, nunua

g. Kama ningesikia harufu mbaya ningeondoka hapa.

kaa, ngoja

h. Asingeondoka kwanza, angeshika ugonjwa.

pumzika, burudika, lala

i. Kama nisingeona vizuri ningetumia miwani.

nunua, pata, pimiwa

2. Substitution Drill

a. Usipotumia
---------- miwani utaharibika macho.
Usipotumia miwani utaharibika macho.

pata, pimiwa, nunua

b. wasingemwona
Kama ---------- daktari wangeumia sana.
Kama wasingemwona daktari wangeumia sana.

ita, lipa, pata

c. Usiponusa
--------- hutasikia harufu.
Usiponusa hutasikia harufu.

karibia, ngojea, inuka

d. Wasingetamka
---------- maneno vizuri tungewasaidia.
Wasingetamka maneno vizuri tungewasaidia.

jifunza, jua, elewa

e. tusingetafuna
Tusingekuwa na meno ---------- chakula.
Tusingekuwa na meno tusingetafuna chakula.

kula, pata, tumia

f. nawangaliinunua.
Wasingalitambua rangi ya nguo ----------

Wasingalitambua rangi ya nguo hawangaliinunua.

tamani, tumia, penda

g. wangaliona
Msingaliwafunga macho ---------- kila kitu.
Msingaliwafunga macho wangaliona kila kitu.

chukua, tambua, tazama

h. Harufu
------ isingalikuwa mbaya tusingalikasirika.
Harufu isingalikuwa mbaya tusingalikasirika.

wanafunzi, mtoto, vitabu

i. hatungewasaidia
Wasingeimba wimbo huo ---------- .
Wasingeimba wimbo huo hatungewasaidia.

lipa, karibisha, fukuza

Step 2. Language clab session (If applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the clab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment

4th PERIOD (First hour in the morning) LESSON 66

Step 1. Recitation of the dialogue.

PATTERN DRILL II

Step 2. Patterned response drill.

a. 1st: Kichwa kina faida kwako?
2nd: Ndio, kina faida sana kwangu.

mikono, masikio, jicho

b. 1st: Usingeuliza maswali ungefahamu?
2nd: La, singefahamu nisingeuliza maswali.

tosheka, furahi, elewa

c. 1st: Ikiwa waumwa na meno, utafanyaje?
2nd: Ikiwa naumwa na meno nitamwona daktari.

jicho, kichwa, viungo

d. 1st: Angepimiwa miwani angeona vizuri?
2nd: Kweli, angeona vizuri zaidi.

nunuliwa, patiwa, pewa

e. 1st: Angeng'olewa meno angetafuna chakula?
2nd: Angeng'olewa meno hangetafuna chakula.

kula, pata

Note: If facilities are available part of this period can be scheduled for a language clab session.

a. Asingetengeneza motokaa tungesafiri?
La, hatungosafiri asingetengeneza motokaa.

nunua, tayarisha, pata

b. Tusingalipimiwa miwani tungalifanyaje?
Tusingalipimiwa miwani hatungalifaulu.

tengeneza, nunua, pata

c. Walipopiga kelele aliwaambiaje?
Walipopiga kelele aliwafukuza.

vinanda, ngoma, tarumbeta

d. Tusipotamka maneno vizuri tutafaulu?
La, hatutafaulu tusipotamka maneno vizuri.

jifunza, jua, andika

e. Usipojaza pumzi katika tairi, tutaendelea?
La, hututaendelea nisipojaza pumzi katika tairi.

tia, ongeza

f. Alipoanguka alivunjika mkono?
La, hakuvunjika mkono alipoanguka.

ruka, kimbia, gongwa

g. Mekanika amesema tununue kabureta?
La, yeye hakusema tununue kabureta.

tafuta, pata, tengeneza

h. Mliponunua plagi mpya motokaa ili kwenda vizuri?
La, tuliponunua plagi mpya, motokaa haikuenda vizuri.

pata, tia, tengeneza

i. Ningekuimbia wimbo huo ungefurahi?
La, singefurahi ungeniimbia wimbo huo.

fundisha, onyesha

j. Mwala chakula gani wakati wa Krismasi?
Twala nyama na wali wakati wa Krismasi.

nunua, penda, tengeneza

k. Mwamrishe ale nyama kila siku.

onya, ambia, shauri

l. Usiwape motokaa hiyo.

onyesha, tengenezea, uzia

m. Midomo yake imejeruhiwa vibaya.

mguu, kichwa, jicho

n. Maneno yake hayafahamiki.

lugha, mafundisho, kitabu

o. Wenye maarifa watafaulu peke yao.

mali, akili, vitabu

6th PERIOD SITUATIONAL APPLICATION LESSON 66

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Mwalimu aliwafundisha wanafunzi wake juu ya milango ya maarifa. Alikuwa akiwaelezea jinsi kichwa ni sehemu muhimu sana ya mwili. Bila milango ya maarifa katika kichwa hatungeweza kuishi.

Hebu tuyachungue maarifa hayo. Kwanza kuna masikio, moja kila upande wa kichwa. Masikio yana uwezo kutambua sauti mbalimbali. Ikiwa ni sauti tamu ya nyimbo au muziki, mazungumzo ya watu, sauti za wanyama, au makelele fulani, sauti hizo zote zasikika kwa masikio. Hayo, basi, ni milango ya maarifa ya kusikia na kutambua sauti.

Baada ya hayo tuna macho mawili. Hayo yanatuwezesha kutambua rangi za kila aina. Wala si rangi tu, hata umbo wa vitu vyote. Bila macho tusingeweza kuona mahali tunapokwenda au uzuri wa maua na vitu vingi vingine. Watu wakipata shida kuona vizuri, daktari wa macho angeweza

kuwasaidia akiwapimia miwani. Kwa msaada wa miwani huweza kuona vizuri tena.

Pamoja na uwezo wa kusikia na kuona, kuna uwezo wa kunusa na kusikia harufu mbalimbali. Hapo mlango wa maarifa ni pua. Ikiwa harufu ni mbaya twasema kwamba inanuka, na kama ni nzuri kwamba inanukia.

Zaidi ya hayo katika kinywa kuna meno na ulimi. Ulimi ni msaada kwa kutamka maneno, lakini pia ni kiungo kinachotuwezesha kuonja. Hivyo twatambua kama chakula ni kikali au kitamu.

Step 2. Maswali:-

Milango ya maarifa yetu iko wapi?
Tungeweza kuishi vizuri bila msaada ya milango ya maarifa?
Kiungo ni nini?

Maelezo:-

Eleza mambo yanayohusika na masikio.
Eleza habari ya macho.
Eleza jinsi tunavyosikia harufu.
Eleza faida ya ulimi.

Step 3. Presentation of short narratives by students.

I. Language Structure

The negative contingent tenses are formed in two ways. Presently the more common form is to use affirmative subject prefixes followed by the negative particle 'si'. For example:-

a. Present negative contingent:- (si + nge)

ni - si - nge - penda, nisingependa
u - si - nge - penda, usingependa
a - si - nge - penda, asingependa
tu - si - nge - penda, tusingependa
m - si - nge - penda, msingependa
wa - si - nge - penda, wasingependa

b. Past Negative Contingent:- (si + ngali)

ni - si - ngali - penda, nisingalipenda
u - si - ngali - penda, usingalipenda
a - si - ngali - penda, asingalipenda
tu - si - ngali - penda, tusingalipenda
m - si - ngali - penda, msingalipenda
wa - si - ngali - penda, wasingalipenda

The other way which is also quite frequently used (perhaps a matter of taste or preference) is by using negative subject prefixes as we have learned to do in other negative tenses, and then omitting the negative particle 'si'. For Example:-

a. Present negative contingent:-

si - nge - penda, singependa
hu - nge - penda, hungependa
ha - nge - penda, hangependa
hatu - nge - penda, hatungependa
ham - nge - penda, hamngependa
hawa - nge - penda, hawangependa

b. Past negative contingent:-

si - ngali - penda, singalipenda
hu - ngali - penda, hungalipenda
ha - ngali - penda, hangalipenda
hatu - ngali - penda, hatungalipenda
ham - ngali - penda, hamngalipenda
hawa - ngali - penda, hawangalipenda

II. Cultural Note

This lesson deals with the sense organs, and so there is no particular cultural aspect. However, from the idiomatic or language point of view, some interesting usages should be noted.

a. There is no special Swahili word for the word 'feel'. Thus one does not feel cold, hot, hungry, or thirsty - rather one "sees" or "hears" these conditions.

e.g. Ninasikia baridi,
or: Ninaona baridi.

Anasikia njaa.
or: Anaona njaa.

b. The sense of smell is also expressed by 'hearing', thus:-

Tunasikia harufu nzuri.
Tunasikia harufu mbaya.

SWAHILI BASIC COURSE

LESSON 67

1. LANGUAGE STRUCTURE

   a. Morphology: The MA Class of Nouns.

2. CONTENT STRUCTURE

   a. Situational picture: Various fruits growing in a field.

   b. Cultural Note: Fruit growing in East Africa.

   c. Lexical items:

ota	grow (a plant grows)
mmea	a plant
tunda	fruit
nanasi	pineapple
embe	mango
kijiji	village
chungwa	orange fruit
ua	a flower

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on Ma class words.

a. Shamba hili. — Mashamba haya.
Tunda hili. — Matunda haya.
Embe hili. — Maembe haya.
Chungwa hili. — Machungwa haya.

b. Soko lile. — Masoko yale.
Nanasi lile. — Mananasi yale.
Daraja lile — Madaraja yale.
Dirisha lile. — Madirisha yale.

c. Jina fupi. — Majina mafupi.
Ua zuri. — Maua mazuri.
Gari dogo. — Magari madogo.
Jeraha kubwa. — Majeraha makubwa.

d. Majani marefu.
Mavuno mengi.
Mahindi machache.
Maziwa matamu.

e. Mazoezi mengine.
Matata mabaya.
Majira mafupi.
Maisha marefu.

f. Shamba langu. — Mashamba yangu.
Tunda langu. — Matunda yangu.
Embe langu. — Maembe yangu.
Chungwa langu. — Machungwa yangu.

g. Soko lako. — Masoko yako.
Nanasi lako. — Mananasi yako
Daraja lako. — Madaraja yako.
Dirisha lako. — Madirisha yako.

h. Jina lake. Majina yake.
Ua lake. Maua yake.
Gari lake. Magari yake.
Jeraha lake. Majeraha yake.

i. Majani yetu.
Mavuno yetu.
Mahindi yetu.
Maziwa yetu.

j. Mazoezi yenu.
Matata yenu.
Majira yenu.
Maisha yenu.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Mashamba haya yote ni ya wenyeji?
   Ndio, wanapanda mimea mbalimbali.

2. Wanapanda matunda pia?
   Wanapanda matunda ya aina nyingi.

3. Mananasi yanaota vizuri hapa?
   Angalia kule, watu wanavuna mananasi.

4. Umepata kuonja machungwa yao?
   Ndio, ni matamu kweli.

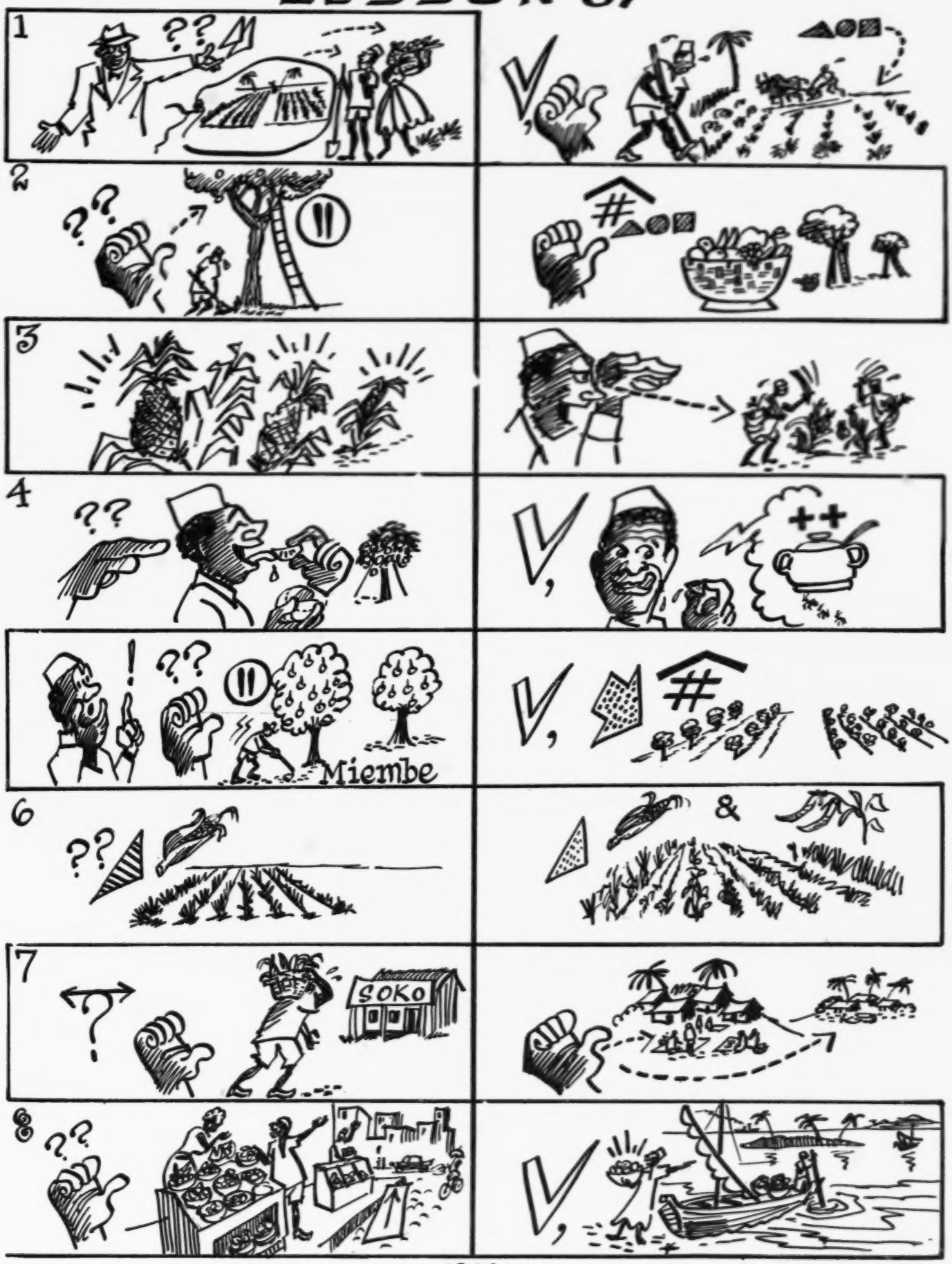
5. Je, wanapanda maembe vilevile?
   Ndio, kuna mashamba mengi ya maembe.

6. Shamba hili ni la mahindi?
   Hilo ni la mahindi na maharagwe.

7. Mavuno yao wanauza wapi?
   Wana masoko madogo katika kijiji.

8. Wanauza matunda katika miji mikubwa?
   Ndio, hata katika nchi za mbali.

LESSON 67



1. Do all these gardens belong to natives?
   Yes, they grow various crops.

2. Do they grow fruit as well?
   They grow many kinds of fruit.

3. Do pineapples grow well here?
   Look yonder, people are harvesting pineapples.

4. Did you get to taste their oranges?
   Yes, they are very sweet.

5. Say, do they grow mangoes too?
   Yes, there are many fields with mangoes.

6. Is this a corn field?
   That's a field for corn and beans.

7. Where do they sell their crops?
   They have small markets in the villages.

8. Do they sell fruit in the big cities?
   Yes, even in distant lands.

3rd PERIOD PATTERN DRILL I LESSON 67

Step 1.

1. Repetition Drill

a. Mimi nina shamba.
Mimi nina shamba.

embe, nanasi, ua, tunda.

b. Wanataka kuvuna mahindi.
Wanataka kuvuna mahindi.

matunda, maua, machungwa, mananasi.

c. Tajiri aliwapa shamba hili.
Tajiri aliwapa shamba hili.

tunda, chungwa, nanasi, ua.

d. Ninauza matunda haya.
Ninauza matunda haya.

mashamba, maua, maembe, mananasi.

e. Ninataka kununua tunda lile.
Ninataka kununua tunda lile.

ua, chungwa, embe, nanasi.

f. Atapeleka mananasi yale sokoni.
Atapeleka mananasi yale sokoni.

matunda, maua, machungwa, mahindi.

2. Substitution Drill

a. ua.
Anataka kupanda --
Anataka kupanda ua.

tunda, chungwa, embe, nanasi.

b. ua zuri
Tulinunua -- ----
Tulinunua ua zuri.

embe, tunda, chungwa, nanasi.

c. mananasi makubwa.
Walivuna -------- -------
Walivuna mananasi makubwa.

maua, maembe, matunda, machungwa.

d. Tunda hilo
----- ---- linapendeza.
Tunda hilo linapendeza.

ua, nanasi, embe, chungwa.

e. mashamba haya madogo.
Watauza -------- ---- ------
Watauza mashamba haya madogo.

matunda, mananasi, maua, maembe.

Step 2. Language clab session (if applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue and pattern drill practice.

b. Written work based on lesson 47.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 67

Step 1. Recitation of the dialogue.

PATTERN DRILL II

Step 2. Patterned response drill.

a. 1st: Wanauza mananasi matamu?
2nd: Ndio, wanauza mananasi matamu.

matunda, maembe, machungwa.

b. 1st: Tutaleta embe hili kubwa?
2nd: La, leteni lile dogo.

tunda, nanasi, embe, chungwa.

c. 1st: Maembe hayo hayatoshi?
2nd: Hayo hayatoshi kabisa.

mashamba, mahindi, maharagwe, mananasi.

d. 1st: Tunda hilo ni tamu?
2nd: Ni tamu kama sukari.

nanasi, chungwa, embe.

e. 1st: Watauza wapi maembe haya?
2nd: Watauza maembe haya sokoni.

matunda, maharagwe, maua, mananasi.

5th PERIOD RECOMBINATION DRILL LESSON 67

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mnataka maziwa mazuri?
Tunataka maziwa mengi mazuri.

matunda, maji, maharagwe, mahindi

b. Alinunua tunda kubwa?
Alinunua tunda dogo tu.

manasi, shamba, embe, chungwa

c. Maadui hawa wametoka wapi?
Maadui hawa wametoka mbali.

maharagwe, maji, maua, matunda

d. Atatumia jina hili kule?
Ndio, atatumia jina hili.

tunda, nanasi, embe, chungwa

e. Ulinunua wapi maua yale?
Nilinunua maua yale sokoni.

mahindi, maziwa, matunda, maembe

f. Unauza embe lile?
Embe lile siuzi.

shamba, ua, nanasi, chungwa

g. Utapeleka maua hayo?
Sitapeleka maua hayo.

maharagwe, matunda, mananasi, maembe.

h. Ungeona <u>maembe</u> ungeyanunua?
Ndio, ningeyaona ningeyanunua.

chungwa, mkuki, chakula

i. Alipoyala <u>maembe</u> alifurahi?
Alifurahi alipoyala maembe.

nanasi, mkate, mayai

j. <u>Ungalikuwa na</u> motokaa ungalifanyaje?
Ningalikuwa na motokaa ningaliitumia.

nunua, pata

k. <u>Wanapokwenda</u> sokoni wanauza nini?

Wanapokwenda sokoni wanauza maharagwe.

ingia, fika, rudi

l. <u>Nikikuuzia</u> matunda utayanunua?
La, ukiniuzia matunda sitayanunua.

letea, patia, onyesha

m. Je unajua <u>majina</u> ya watoto hawa?
La, siyajui majina yao.

wazazi

6th PERIOD SITUATIONAL APPLICATION LESSON 67

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wenyeji wengi wamepanda mimea mbalimbali katika mashamba yao. Walipanda wakati wa mvua na mimea ilotokea na kuota vizuri. Sasa wanajitayarisha kwa mavuno.

Katika shamba moja kuna mahindi na maharagwe. Wengine wanatunza matunda vilevile na kuna miti ya matunda, hasa michungwa na miembe. Kutoka miti hiyo wanavuna machungwa na maembe. Wenyeji wengine wamepanda nanasi na sasa wanavuna mananasi matamu.

Wenyeji wanakaa katika kijiji kidogo hapa karibu na wanapeleka mavuno sokoni kwa lori. Kule sokoni wanunuzi watapeleka matunda yale makubwa na mazuri katika soko kubwa la Nairobi. Labda mengine watayapeleka katika nchi ya mbali.

Step 2. Questions based on the above narration:

Nani amepanda mimea?
Walipanda mimea ya namna gani?
Walipanda wakati gani?
Mimea iliota vizuri?
Wanajitayarisha kufanya nini?

Walipanda mahindi pamoja na nini?
Kutoka michungwa watavuna nini?
Kutoka miembe watavuna nini?
Walipanda matunda gani tena?
Hayo yalikuwa matamu?

Wenyeji wanakaa wapi?
Wanapeleka wapi mavuno?
Watayapeleka kwa njia gani?
Wanunuzi watapeleka wapi matunda?
Unafikiri mengine yatakwenda mbali?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

The MA class of nouns has the following features:

a. There is no prefix in the singular, except:

i. When it is a word of one syllable, then the singular prefix would be JI.

e.g. ji-cho zuri (a good eye)
ji-we ji-pya (a new stone)

ii. When it is a word beginning with a vowel, then the singular prefix would be J.

e.g. j-ino dogo (a small tooth)
j-ino j-eupe (a white tooth)

b. In the plural the prefix is MA. Note that when the stem begins with a vowel, the two vowels will combine as follows:-

MA + E -- = ME --
MA + I -- = ME --

With the vowels A, U and O there is no vowel contraction.

MA + A -- = MAA --
MA + U -- = MAU --
MA + O -- = MAO --

e.g. Ma + ema = mema
Ma + ingi = mengi
Ma + andiko = maandiko
Ma + ua = maua
Ma + oni = maoni

c. Thus for nouns and adjectives, we can summarize as follows:-

Singular	Plural
JI (monosyllabic stem)	Ma
J (vowel stem)	Ma, Me
__ (no prefix)	Ma

d. In the case of pronouns, and words derived from pronouns, we have:-

(i) li (it), ya (they)

Thus with verbs the following constructions would be used:

Jino limevunjika.
(The tooth is broken.)
Meno yamevunjika.
(The teeth are broken.)
Tunda linapendeza.
(The fruit is pleasing.)
Matunda yanapendeza.
(The fruit (pl.) is pleasing.)

(ii) With demonstratives:-

hili (this)	haya (these)
lile (that)	yale (those)

(iii) Possessive pronouns:-

jina langu	majina yangu
jina lako	majina yako
jina lake	majina yake
jina letu	majina yetu
jina lenu	majina yenu
jina lao	majina yao

II. Cultural Note

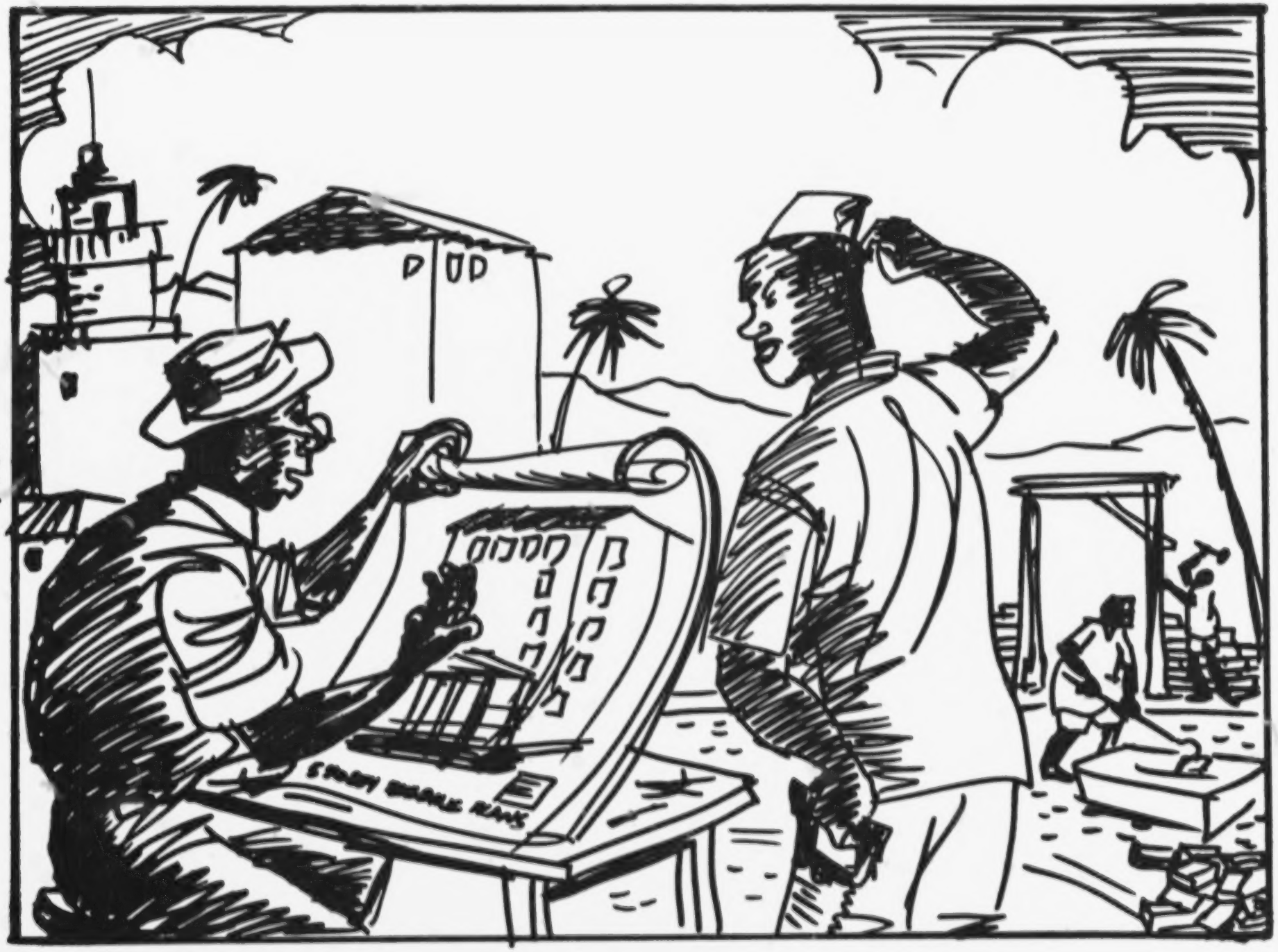
Fruit growing has possibilities in East Africa, but so far it has not been done on an extensive scale. A few enterprising Europeans have raised pineapples, oranges, grapefruit in quantities for canning and export.

The popular tropical fruits grown by the Africans primarily, often as a staple fruit and vegetables, are bananas, of which there are many varieties. At the coast mangoes are popular, as well as coconuts and dates. Good, sweet and large sized papayas are grown everywhere.

Fruits such as apples, plums, peaches, etc., are grown only experimentally in the higher cool altitudes. They are not too successful. Much of this type of fruit used to be imported from South Africa.

SWAHILI BASIC COURSE

LESSON 68



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LESSON 8

1. LANGUAGE STRUCTURE

a. Morphology: Ma Class reinforcement.

2. CONTENT STRUCTURE

a. Situational picture: Builders and carpenters at work on a building.

b. Cultural Note: East African carpenters and masons.

c. Lexical items:

msingi	foundation
sakafu	floor
ukuta	wall
paa	roof
dari	ceiling, upstairs
orofa	story (building)
sebule	vestibule
simenti	cement
jiwe (ma-)	stone
tofali (ma-)	brick
rangi	color
kupaka rangi	paint (v.)
msumeno	saw
kukata kwa msumeno	saw (v.)
randa	plane
kuranda	to plane
patasi	chisel
kutoboa kwa patasi	to chisel out
nyundo	hammer
piga kwa nyundo	hammer (v.)
msumari	nail
pigilia msumari	drive in a nail
sukurubu	screw
spana	wrench, spanner
playa, plaisi	pliers
bati (ma-)	iron sheeting
bawaba (ma-)	hinge
kufuli (ma-)	lock, padlock
bisibisi	screw driver
skru draiva	screw driver
seremala	carpenter
mwashi	mason

1st PERIOD PERCEPTION DRILL LESSON 68

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills using Ma class forms.

a. Tunda hili - matunda haya.
Jina hili - majina haya.
Ua hili - maua haya.
Sanduku hili - masanduku naya.

b. Sikio lile - masikio yale.
Jicho lile - macho yale.
Jino lile - meno yale.
Jiwe lile - mawe yale.

c. Jina langu - majina yetu.
Jina lako - majina yenu.
Jina lake - majina yao.

d. Ua linanukia vizuri.
Maua yananukia vizuri.
Tunda limeiva kabisa.
Matunda yameiva kabisa.

e. Ofisa huyu - maofisa hawa.
Fundi huyu - mafundi hawa.
Seremala yule- maseremala wale.
Karani yule - makarani wale.

2. Drills using new expressions.

a. Vyombo vya seremala.
Msumeno wa kukata mbao.
Patasi la kutoboa shimo.
Nyundo ya kupigilia misumari.

b. Vyombo vingine vya mekanika.
Spana ya kukasa nati.
Playa ya kushika bolti.
Bisibisi ya kuingiza sukurubu.

c. Chumba kina sakafu.
Tena chumba kina dari.
Hata kina madirisha.
Na kina kuta nne.

d. Jengo kubwa la orofa kumi.
Mawe ya kujenga msingi.
Matofali ya kujenga ukuta.
Simenti ya kuunganisha matofali.

e. Mabati ya kuezeka paa.
Simenti ya kutengeneza sakafu.
Bawaba la kushika mlango.
Kufuli la kufunga mlango.

f. Mwashi ni fundi wa kujenga.
Seremala ni fundi wa kuranda.
Mshonaji ni fundi wa kushona.
Mekanika ni fundi wa kutengeneza motokaa.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Tutajenga jengo jipya kwetu mjini.
   Hilo litakuwa jengo la biashara?

2. Ndio, litakuwa na orofa tano.
   Litakuwa jengo la mawe au matofali?

3. Jengo la matofali, na juu paa litakuwa la mabati.
   Sakafu ya kwanza itakuwa ya simenti, sivyo?

4. Ndivyo, sasa mafundi kama ishirini wamejitayarisha.
   Waashi wataweka msingi imara karibuni?

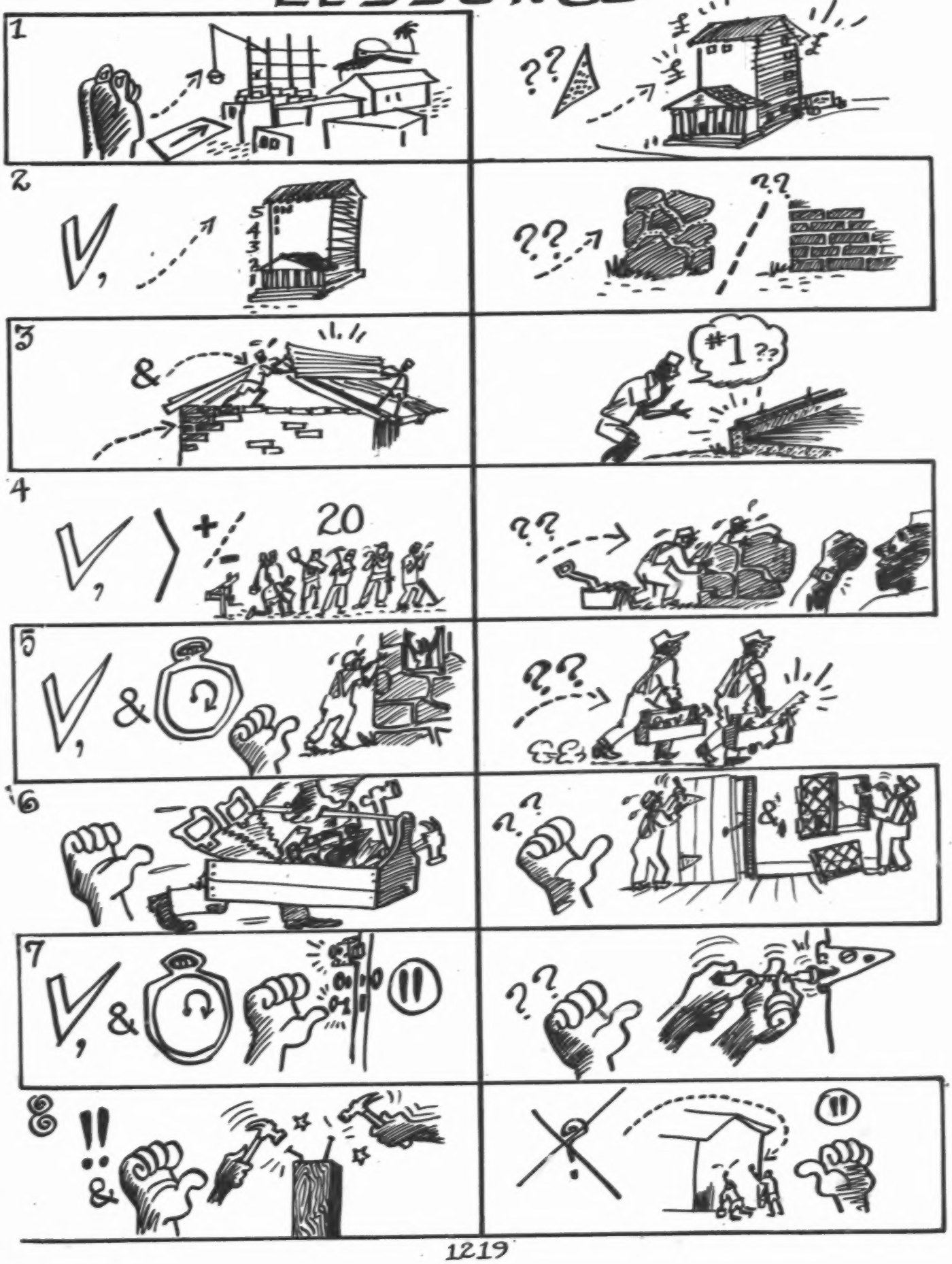
5. Ndio, na halafu wataendelea kujenga kuta.
   Maseremala wameleta vyombo vyao?

6. Wameleta misumeno, randa, patasi na nyundo.
   Watafungia milango na madirisha kwa bawaba?

7. Ndivyo, na baadaye watatia vitasa vilevile.
   Wataingiza masukurubu kwa bisibisi?

8. Hasa, na misumari hupigilia kwa nyundo.
   Haikosi mwishoni watapaka rangi vilevile.

LESSON 68



1. We'll be putting up a new building in our town.

   Will that be a business building?

2. Yes, it will be one of five stories.

   Will it be a stone or brick building?

3. A brick building, and on top it will have a corrugated iron roof.

   The first floor will be of concrete, isn't that right?

4. Yes, now about twenty craftsmen are getting ready?

   Will the masons put in a strong foundation soon?

5. Yes, and afterwards they'll put up the walls.

   Did the carpenters bring their tools?

6. They brought saws, planes, chisels and hammers.

   Will they fasten the doors and windows with hinges?

7. Yes, and afterwards they'll put in locks as well.

   Will they put in screws by means of screwdrivers?

8. Surely, and they'll drive in the nails with hammers.

   Without a doubt, at the end they'll also put on paint.

3rd PERIOD PATTERN DRILL I LESSON 68

Step 1. Repetition Drill

a. Jengo jipya limejengwa mjini.

maboma, nyumba, msikiti

b. Makufuli haya hayafai.

kufuli, spana, seremala

c. Ameuvunja msumeno wake.

playa, bisibisi, misumeno

d. Tafadhali nipatie randa mbili.

Letea, nunulia, tengenezea

e. Waashi wasipojihadhari wataanguka.

mwashi, wewe, ninyi

f. Usiweke msumari huo hapo.

pigilia, ficha, rudisha

g. Waambie wajenge nyumba ya orofa mbili.

amrisha, shauri

h. Msipake rangi milango hii.

milango, nyumba, sakafu

i. Juma alijijengea nyumba ya matofali.

sisi, walimu, mimi

2. Substitution Drill

a. maseremala
Waambie ---------- walete vyombo.
Waambie maseremala walete vyombo.

seremala, mafundi, fundi

b. Hatutajenga
---------- nyumba ya mawe.
Hatutajenga nyumba ya mawe.

nunua, hitaji, tumia

patasi
c. Mngezileta ------ zenu tungezitumia.
Mngezileta patasi zenu tungezitumia.

nyundo, mabati, misumari

d. mafundi
Tuliwaletea ------- nyundo na misumari.
Tuliwaletea mafundi nyundo na misumari.

fundi, wewe, ninyi

e. Jiwe
---- kubwa limeziba mlango.
Jiwe kubwa limeziba mlango.

mawe, tofali, bati

f. achanganye
Mwambie ---------- simenti sasa.
Mwambie achanganye simenti sasa.

leta, tayarisha, tumia

g. Waliezeka
--------- nyumba kwa matofali.

Waliezeka nyumba kwa matofali.

jenga, tengeneza

h. kijana
Mfundishe ------ kutumia patasi.
Mfundishe kijana kutumia patasi.

vijana, mimi, sisi

i. mti
Waukata --- mrefu kwa msumeno.
Waukata mti mrefu kwa msumeno.

miti, mbao, ubao

Step 2. Language clab session (If applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the clab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment

4th PERIOD (First hour in the morning) LESSON [illegible]

Step 1. Recitation of the dialogue.

PATTERN DRILL II

Step 2. Patterned response drill.

a. 1st: Jengo hilo ni la mawe au ni la matofali?
2nd: Hilo ni jengo la mawe.

nyumba, ukuta, majengo

b. 1st: Wasipomaliza msingi leo, utafanyaje?
2nd: Wasipomiliza msingi leo nitawafukuza.

tengeneza, jenga, tayarisha

c. 1st: Umewaambia maseremala walete vyombo?
2nd: La, sijawaambia walete vyombo.

nunua, tumia, tafuta

d. 1st: Mafundi watatumia nini kuingiza masukurubu?
2nd: Itawalazimu kutumia bisibisi.

mimi, ninyi, sisi

e. 1st: Jengo hilo lina orofa ngapi?
2nd: Jengo hilo lina orofa tano.

nyumba, hospitali, skuli

5th PERIOD RECOMBINATION DRILL LESSON 68

Note: If facilities are available part of this period can be scheduled for a language clab session.

a. Watu wa hapa wanapanda mimea gani?
Wanapanda maembe na mananasi.

ninyi, wewe, mkulima

b. Matofali haya yatatosha?
La, hayatatosha.

misumeno, jiwe, randa

c. Mafundi wangapi wameandikwa kazi?
Mafundi ishirini wameandikwa kazi.

tano, mmoja, -engi

d. Kitu gani kinamsumbua rafiki yako?
Sijui kitu gani kinamsumbua.

somo, hesabu, taabu

e. Wamekuomba ubakize matangi mawili ya petroli?
La, hawajaniomba nibakize petroli yoyote.

rudisha, mwaga, peleka

f. Vijiji vyao vilichomwa moto?
La, havikuchomwa moto.

nguo, mikeka, kambi

g. Daktari wako alikushauri ung'oe meno yako?
La, hakunishauri ning'oe meno yangu.

wazazi, rafiki, mke

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5th PERIOD RECOMBINATION DRILL LESSON 68

h. Wasipopiga simu leo tutawafuata?
Ndio, wasipopiga simu leo, itatubidi tuwafuate.

tafuta, shtaki, fukuza

i. Harufu hiyo mbaya inatoka wapi?
Inatoka upande wa kaskazini.

mtu, watoto, habari

j. Itatulazimu tumkamate kijana huyo?
La, haitatulazimu tumkamate.

adhibu, rudisha, piga

k. Leteni nyundo na msumari.

tumia, nunua, rudisha

1. Nawaambieni msiharibu patasi hiyo.

shauri, omba, onya

m. Tuleteeni mwashi mwingine.

patia, tafuta, onyesha

n. Wote wenye kuvaa viatu watakaguliwa.

chagua, simamisha, rudisha

o. Usipomrudishia saa yake atakasirika.

pelekea, tengenezea, tafutia

p. Mimi sidhani nitapata nyama ya nguruwe leo.

Ali, sisi, wageni

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Hebu, njoo, ukawaangalie mafundi wakijenga jengo jipya, tena kubwa, hapa kwetu mjini. Ni jengo la biashara lenye orofa tano.

Kweli? Lo, tumepata maendeleo hapa. Tazama, waashi wamechimba handaki ya msingi na sasa wameanza kujenga msingi. Wanatumia simenti na mawe, na hivyo msingi utakuwa imara. Kule naona lori imeleta matofali. Haikosi watajenga kuta kwa matofali.

Je, mwenzangu, umeona maseremala wakitumia vyombo vyao? Wameleta masanduku ya vyombo, na pale mmoja anakata mbao kwa msumeno, mwingine anapigilia misumari kwa nyundo, na mwingine tena anaranda kwa randa yake. Wanafanya bidii kweli. Maseremala wengine wanatayarisha milango na madirisha. Wanafungia bawaba kwa masukurubu. Hutumia bisibisi wakikingiza na kukaza masukurubu.

6th PERIOD SITUATIONAL APPLICATION LESSON 68

Step 2. Maelezo:-

Eleza habari ya jengo jipya.
Eleza kazi wanayoifanya waashi.
Eleza matumizi ya vyombo vya useremala.

Step 3. Presentation of short narratives by students.

I. Language Structure

In this lesson, the forms of the Ma class are reinforced. Note that some words denoting living beings, people in particular, tend to denote rank or vocation, and these have Ma class forms.

e.g. fundi - mafundi (craftsman)
seremala- maseremala (carpenter)
ofisa - maofisa (officer)
karani - makarani (clerk)

However, since these words denote living beings, all pronouns, adjectives and other qualifying words which go together with these nouns, follow the Living Beings (M-Wa) Class pattern.

e.g. Fundi huyu mzuri. (This good craftsman.)
Mafundi hawa wazuri.
(These good craftsmen.)

II. Cultural Note

The dialogue in this lesson depicted briefly some activities on a building. This was not an old native style building, but rather a modern building in a city like Nairobi. Modern progressive Africa will require many craftsmen and artisans, and these will have to be trained in greater numbers. Much basic training is already provided in the schools where carpentry shops and other practical trades are an important feature.

Many of the carpentry, building, and perhaps mechanical skills have been, and perhaps still are, in the hands of Asian craftsmen. These have been the skilled workers in the cities. Now as the African is taking his place in the new Africa, he may view with a certain amount of jealousy the position occupied by Asian craftsmen. This is a social problem which has to be worked out.

SWAHILI BASIC COURSE

LESSON 69

1230-1231

RADIO NBI
Ltd.

1. LANGUAGE STRUCTURE

a. Morphology: The locative concepts denoted by PA, KU, MU.

2. CONTENT STRUCTURE

a. Situational Picture: Setting up a radio station.

b. Cultural Note: The radio in East Africa.

c. Lexical items:

simamisha	make stand, erect
antena	antenna
kwa ajili	on account of, because of
mwinuko	high ground
shauriana	consult with
kidude	gadget
zungumza	to chat, to converse
stesheni ya kupokea	receiving station
stesheni ya kutuma	transmitter station
muziki	music
hotuba	speech
dunia	world
tivii	TV

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on locative with 'PO' or 'PA' (specific).

a. Mahali pazuri.
Mahali panapofaa.
Mahali popote.
Mahali petu.

b. Mahali anapokaa.
Mahali pale.
Mahali hapa.
Mahali pangu papya.

2. Drill on locative with 'KO' or 'KU' (general).

a. Kule ni kuzuri.
Huku kunafaa.
Anakaa huku mjini.
Nyumbani kwetu.

b. Nyumbani kwako wapi?
Huku mjini.
Mjini anakokaa.
Alimtafuta kokote.

3. Drill on locative with 'MO' or 'MU' (inside).

a. Humu ni muzuri.
Humu mna vyombo.
Anakaa humu nyumbani.
Mkononi mwangu.

b. Humu sandukuni.
Mle nyumbani.
Nyumbani anamokaa.
Aliingia mle mgahawani.

4. Semantic drills.

a. Stesheni ya redio.
Stesheni ya kupokea habari.
Stesheni ya kutuma habari.

b. Antena ya redio.
Antena ya tivii.
Anatengeneza antena.

c. Wimbo huu mzuri.
Nyimbo hizi nzuri.
Muziki ya nyimbi.

d. Wenyeji walizungumza.
Sisi tulizungumza.
Alizumgumza na fundi.

e. Fundi alishauriana na mkuu.
Fundi alitengeneza motokaa.
Fundi anasimamisha stesheni ya redio.

f. Vyombo vya redio.
Vidude vya redio.
Vitabu vya redio.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Mmekuja kusimamisha stesheni ya redio?
   Ndio, twatafuta mahali pazuri panapofaa.

2. Kwa ajili ya antena mngependa mwinuko?
   Ndio, nadhani mwinuko ule kule ng'ambo utafaa.

3. Tuko huku mjini; ukitaka msaada, sema tu.
   Nitashauriana na wakuu wangu kwanza, asante.

4. Mna nini humu sandukuni?
   Humu mna vyombo na vidude mbalimbali.

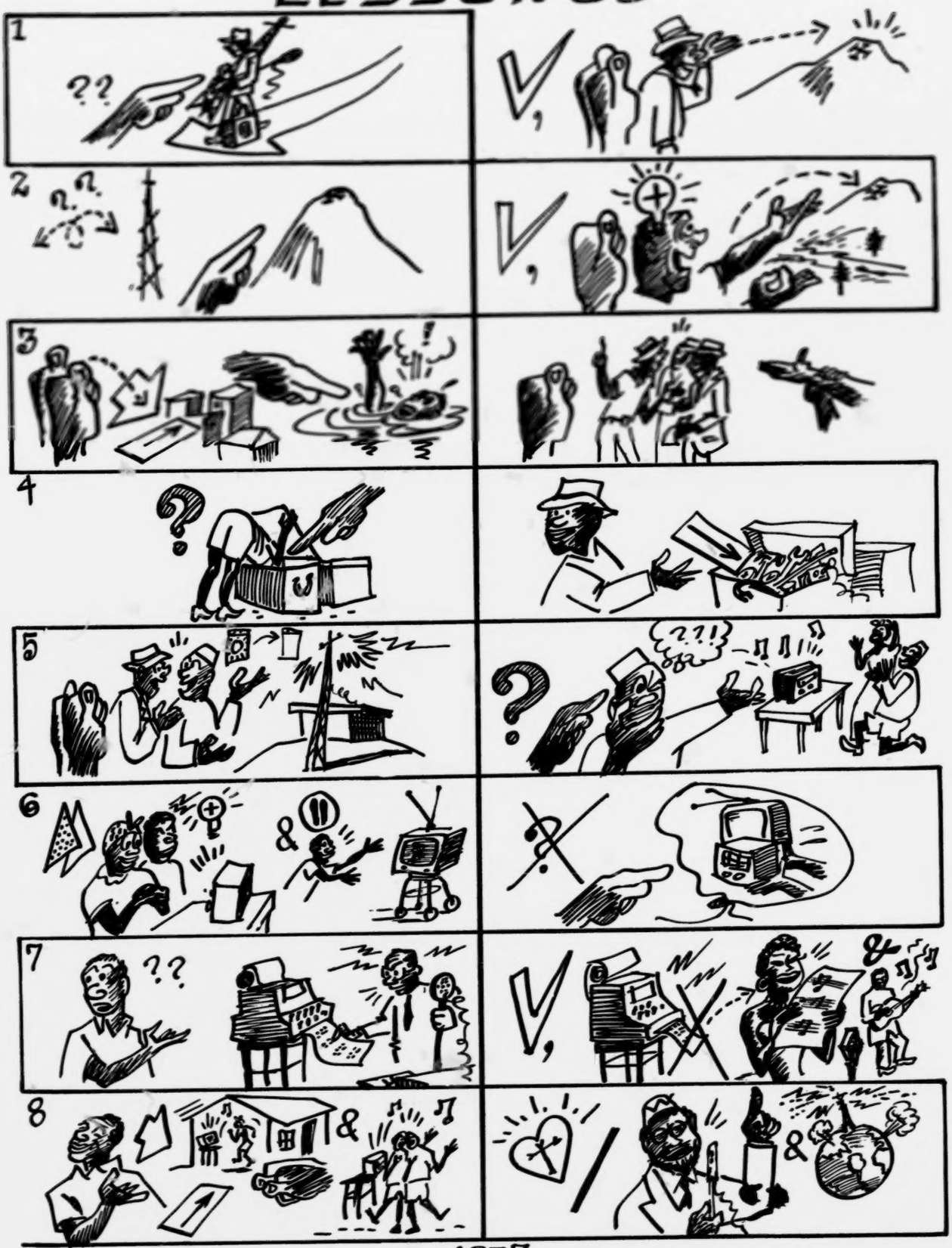
5. Tulizungumza juzi juu ya faida ya stesheni hii.
   Mkaonaje? Wenyeji hufahamu faida ya redio?

6. Wako wanaofahamu na hupenda tivii vilevile.
   Haikosi mtapata mambo hayo yote.

7. Stesheni hii ni ya kupokea hata na kutuma habari?
   Ndio, na siyo habari tu, hata nyimbo na muziki.

8. Huku nyumbani kwetu kutajaa ngoma na michezo.
   Kweli, hata na hotuba na habari za dunia nzima.

LESSON 69



1. Have you come to put up a radio station?

   Yes, we are looking for a good suitable place.

2. Because of the aerial you would like higher ground?

   Yes, I think that elevation over on the other side will be suitable.

3. We are here in town; if you want help, just say so.

   I'll discuss it with my chiefs first, thank you.

4. What do you have here in the box?

   In there are tools and various gadgets.

5. The other day we discussed the advantage of this station.

   What did you find out? Do the natives understand the advantage of the radio?

6. There are those who understand and like TV as well.

   No doubt you'll get all these.

7. Is this a receiving station as well as broadcasting?

   Yes, not just for news, but also songs and music.

8. Our homes here will be filled with dancing and fun.

   True, and with speeches and news from the whole world

Step 1. Repetition Drill

a. Twatafuta mahali panapofaa.
Twatafuta mahali panapofaa.

kibuyu, nyumba, mtu, mkuki.

b. Huku mjini kuna uchafu.
Huku mjini kuna uchafu.

sanduku, shamba, jangwa, kikapu.

c. Hapa mezani pana takataka.
Hapa mezani pana takataka.

maji, nyumba, mfuko, barabara.

d. Alipeleka vitu vyote nyumbani.
Alipeleka vitu vyote nyumbani.

duka, mji, kambi, bahari.

e. Anachukua saa mkononi.
Anachukua saa mkononi.

mfuko, sanduku.

f. Watoto wanacheza kiwanjani.
Watoto wanacheza kiwanjani.

mti, nyumba, kitanda, njia.

2. Substitution Drill

a. tivii
Twataka ----- inayopendeza.
Twataka tivii inayopendeza.

kisu, wakili, mishale, bastola.

b. mjini.
Tuko huku -----
Tuko huku mjini.

nyumba, jangwa, maji, giza.

c. manali
Anatafuta ------ panapofaa.
Anatafuta mahali panapofaa.

Miko, kofia, kalamu, ua.

d. Mjini
----- unakoingia si kuzuri.
Mjini unakoingia si kuzuri.

maji, jangwa, giza, kisiwani.

e. tuliyoleta
Miti ---------- imeharibika.
Miti tuliyoleta imeharibika.

kiti, jembe, saa, viatu.

Step 2. Language clab session (if applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the clab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue and pattern drill practice.

b. Written work based on lesson 49.

c. Short narration based on the situational picture of previous lesson.

4th PERIOD (First hour in the morning) LESSON 69

Step 1. Recitation of the dialogue.

PATTERN DRILL II

Step 2. Patterned response drill.

a. 1st: Mahali panapofaa pamepatikana?
2nd: La, hapakupatikana.

tivii, muziki, antena, ngoma.

b. 1st: Mna nini humu sandukuni?
2nd: Humu mna vitu vingi.

jangwa, mji, nyumba, mfuko.

c. 1st: Nyumbani unakokaa ni kuzuri?
2nd: Nyumbani ninakokaa ni kuzuri sana.

mji, kisiwa, kambi, humo.

d. 1st: Anataka kujenga stesheni mlimani?
2nd: Ndio, huko kunafaa.

jangwa, kiwanja, mji, pori.

e. 1st: Huko mlimani kuna nini?
2nd: Kuna vitu vingi.

mji, jangwa, shambani, mgahawani.

5th PERIOD RECOMBINATION DRILL LESSON 69

Note: If facilities are available this period can be scheduled for a language lab session.

a. Kuna nini huku mjini?
Kuna vitu aina nyingi.

chupa, kibuyu, kikapu, maji

b. Unapeleka vidude hivyo nyumbani?
Ndio, ninavipeleka nyumbani.

jangwa, msitu, pori, kisiwa

c. Unajua mahali waliponunua silaha?
Ndio, ninajua mahali waliponunua silaha.

kitambaa, jengo, nyumba, mkeka

d. Kikapu ulichonunua kiko wapi?
Kiko hapa.

maembe, viberiti, mishale, mbuzi

e. Anaweza kutambua kalamu uliyompa?
Hawezi kuitambua.

kikombe, ngombe, vitu, mti

f. Mahali ulipopapenda ni hapa?
Ndio, mahali nilipopapenda ni hapa.

tivii, mkeka, mtoto, kijiko

g. Unakitaka kiatu hiki?
La, sikitaki kiatu hicho.

mahali, mitumbwi, wakulima, motokaa

h. Umetembelea mahali wanapoweka wanyama?
Ndio, nimepatembelea mahali hapo.

ona, tambua, gundua

i. Shimoni walimoingia mna nini?
Mle mna wanyama wakali.

maji, nyumba, msitu

j. Unajua wanakopatikana samaki?
Ndio, wanapatikana kote mjini.

viazi, matunda, mikeka

k. Waliponunua mayai ni wapi?
Sipajui walipoyanunua mayai.

kitabu, meza, vikombe

l. Wakifanya bidii watafaulu?
La, hata wakifanya bidii hawatafaulu.

shinda, fahamu, choka

m. Utakapowahotubia wanafunzi utatosheka?
Ndio, nitatosheka nitakapowahotubia.

adhibu, saidia, sahihisha

6th PERIOD SITUATIONAL APPLICATION LESSON 69

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Mafundi wa redio walifika kusimamisha stesheni ya redio. Walitafuta mahali pazuri panapofaa, hasa mwinuko au mlima. Kule ng'ambo waliona mwinuko utakaofaa kwa ajili ya antena kubwa.

Wenyeji walifika kuzungumza na mafundi. Walikuwa tayari kutoa msaada wao. Walifahamu faida ya redio hata tivii. Waliuliza maswali juu ya vitu vilivyofika, masanduku makubwa yenye vyombo na vidude mbalimbali. Bado hawajaona mambo kama hayo.

Wenyeji walifurahi kwamba stesheni hii kubwa ya kupeleka na kupokea habari italeta furaha kwa wengi. Wataweza kusikiliza nyimbo na muziki, ngoma kwa michezo yao, hata na hotuba na habari kutoka dunia nzima.

Step 2. Questions based on the above narration:

Nani alifika kusimamisha stesheni ya redio?
Mahali gani pangefaa kwa antena?
Waliona mahali gani patafaa?
Stesheni hii ni ya kupeleka habari tu?
Wenyeji waliogopa mafundi?

Wenyeji walikuwa tayari kufanya nini?
Walifahmu faida ya redio?
Wamekwisha kuona mambo kama hayo?
Waliuliza maswali juu ya nini?
Mlikuwa nini humu sandukuni?

Stesheni hii italeta nini kwa wenyeji?
Wataweza kusikia nyimbo na muziki?
Unafikiri watacheza ngoma vilevile?
Watapata kusikia hotuba vilevile?
Habari zitatoka wapi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Language Structure

a. In Swahili the concept of place, or being in a place, is shown in three aspects:-

i. At a definite place — Prefix PA
ii. Generally at some place — Prefix KU
iii. Inside a place — Prefix MU

Definite Place	General Place	Inside a Place
PA	KU	MU
Hapa (Here, right here)	Huku (Hereabouts)	Humu (Inside here)
Pale (There, right there)	Kule (Thereabouts)	Mle (Inside there)
Pana (There is, are)	Kuna (There is, are)	Mna (Inside there is, are)
Hapana (There is, are not)	Hakuna (There is, are not)	Hamna (Inside there is, are not)

b. The word 'mahali' meaning 'place' is the only proper word in what is known as the Pa class. It usually takes the concord prefixes of a definite place. There is no differentiation between singular and plural.

e.g. mahali pazuri (a good place)
mahali pengi (many places)
mahali pangu (my place)
mahali pawili (two places)

c. The possessives with locative prefixes are:-

pangu	kwangu	mwangu
pako	kwako	mwako
pake	kwake	mwake
petu	kwetu	mwetu
penu	kwenu	mwenu
pao	kwao	mwao

e.g. Mahali petu. (Our place, particular place.)
Nyumbani kwangu. (At my house, my home)
Mkononi mwangu. (In my hand.)

Idiomatically, the words with 'kw-' can stand alone. Kwako ni wapi? (Where is your place? Where is your home?)
Njoo kwangu. (Come to me, my place.)

II. Cultural Note

The radio has become extremely popular among the people in East Africa. Because of the fact that broadcast stations were far away, many being overseas, the radios are short-wave sets. In 1960 it was estimated that about 3,000,000 sets were in operation in East Africa. Except in cities, most such sets are battery operated.

In addition to news broadcasts beamed to East Africa from many parts of the world, the music portion provides a good deal of entertainment. The Communist world has taken advantage of this situation and Swahili broadcasts come in clearly from Russia and China. Swahili programs are also beamed from Egypt, India, Ethiopia, Great Britain and America.

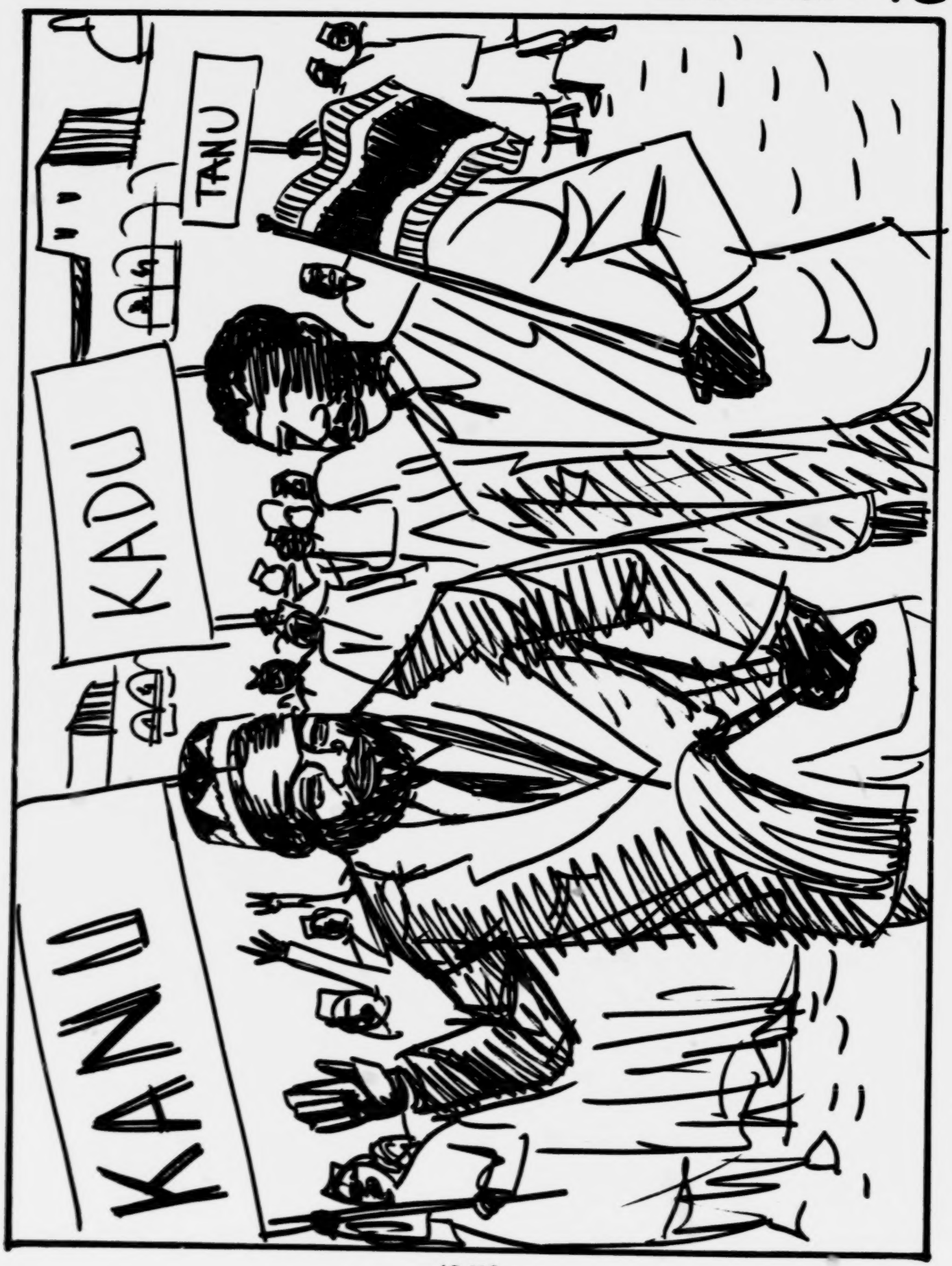
Since 1963 TV programs have been provided from local stations, especially from Nairobi.

SWAHILI BASIC COURSE

LESSON 70

1248-1249

LESSON 70



1250

1. LANGUAGE STRUCTURE

a. Morphology: Generalization and revision of preceding features. Use of the interrogative '-pi?' meaning 'which?'

2. CONTENT STRUCTURE

a. Situational Picture: Political leaders.

b. Cultural Note: Political leaders and parties.

c. Lexical Items:

mwananchi	son of the land, native
siasa	politics
ubaguzi	segregation, separation
chama	party
mwanachama	party member
uchaguzi	choosing, election
kura	vote
piga kura	cast a vote
rais	president
upinzani	opposition party
-pi?	which
pingana	oppose
jadiliana	debate, argue, discuss
kiongozi	leader
shirikiana	cooperate
shirikisho	cooperation
Jamhuri	Republic
waziri	minister
waziri mkuu	prime minister
jitenga	to separate oneself from
jihadhari	to guard against, beware

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on the interrogative '-pi?' (which?)

a. Kitu kipi? Vitu vipi?
Kitabu kipi? Vitabu vipi?
Chakula kipi? Vyakula vipi?
Chumba kipi? Vyumba vipi?

b. Mtu yupi? Watu wapi?
Askari yupi? Askari wapi?
Kiongozi yupi? Viongozi wapi?
Mtoto yupi? Watoto wapi?

c. Mti upi? Miti ipi?
Mto upi? Mito ipi?
Mlima upi? Milima ipi?
Mji upi? Miji ipi?

d. Nyumba ipi? Nyumba zipi?
Sehemu ipi? Sehemu zipi?
Bunduki ipi? Bunduki zipi?
Nchi ipi? Nchi zipi?

e. Neno lipi? Maneno yapi?
Tunda lipi? Matunda yapi?
Ua lipi? Maua yapi?
Jina lipi? Majina yapi?

2. Drills using new expressions.

a. KANU ni chama cha siasa.
KADU ni chama cha siasa pia.
Hata TANU ni chama cha siasa.

b. Kiongozi wa KANU ni Kenyatta.
Kiongozi wa TANU ni Nyerere.
Kiongozi wa KADU ni Ngala.

c. Raia anapiga kura.
Mwananchi ni raia.
Wananchi wanapiga kura.
Wote watachagua kiongozi wao.

d. Rais ni mkubwa wa nchi.
Rais ni mkubwa wa Jamhuri.
Tanganyika ni Jamhuri.
Rais hapendi ubaguzi.

e. Wanachama wamejitenga.
Mawaziri wanajadiliana.
Wanajadiliana juu ya ubaguzi.
Wanajadiliana na watu wa upinzani.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Katika viongozi wa Kenya yupi anajulikana?

   Jomo Kenyatta anajulikana, sasa yeye ni Waziri Mkuu.

2. Wako mawaziri wengine pia?

   Ndio, yuko waziri kwa kila idara.

3. Dr. Julius Nyerere ana cheo kipi?

   Yeye ni rais wa Jamhuri ya Tanganyika.

4. Raia hujadiliana mambo ya siasa kule Kenya?

   Ndio, hujadiliana sana siasa sababu ya nchi kujipatia uhuru.

5. Wananchi, ama raia, walipiga kura kumchagua kiongozi wao?

   Ndio, chama cha KANU kilishindana na KADU.

6. Chama kipi kilishinda katika uchaguzi huo?

   Ni KANU, sasa KADU ni chama cha upinzani.

7. Kiongozi wa KANU aliahidi nini?

   Aliwaahidia wananchi kwamba hakutakuwa ubaguzi.

8. Sasa wote watashirikiana kujenga nchi?

   Sijui, umoja ni heri kuliko kutengana.

LESSON 70

1
Jomo K.
WAZIRI MKUU
2
??
!!
V, @
3
?
Dr.
J.N.
O
4
??
V,
5
??
V,
KANU
KADU
6
?
KANU
KADU
USHINDI
KANU
KADU
7.
?
8
??

1. Who stands out among the leaders in Kenya?

   Jomo Kenyatta stands out, he is now the Prime Minister.

2. Are there other ministers as well?

   Yes, each department has its minister (ministry).

3. What rank does Dr. Julius Nyerere have?

   He is the president of the Republic of Tanganyika.

4. Do the citizens debate politics much in Kenya?

   Yes, they discuss politics very much because of the country gaining independence.

5. Did the people, or citizens, vote in electing their leader?

   Yes, the KANU party competed with KADU.

6. Which party won in the elections?

   KANU did, now KADU is the opposition party.

7. What did the leader of KANU promise?

   He promised the people there would be no segregation.

8. Will all co-operate now in developing the country?

   I don't know, it's better to have unity rather than dissension.

3rd PERIOD PATTERN DRILL I LESSON 70

Step 1.

1. Repetition Drill

a. Wananchi wote watapiga kura.
sisi, ninyi, wanafunzi

b. Habari za siasa zimeenea mjini.
zidi, tangazwa, jaa

c. Huko hakutakuwa na ubaguzi wowote.
silaha, kitu, mtu

d. Yeye ni mwenye kiti wa chama hicho.
mimi, wewe, Juma

e. Alichaguliwa katika uchaguzi uliofanywa.
jitokeza, shinda, shindwa

f. Tungempa kijana huyo kura zetu.
mali, viatu, shamba

g. Walimu wasingepiga kura tengeshindwa.
sisi, ninyi, yeye

h. Mh. Nyerere ni rais wa Jamhuri ya Tanganyika.
wewe, mimi, huyu

2. Substitution Drill

a. vingi: Vyama ----- vitapingana katika uchaguzi mkuu.

wili, ote, nne

b. wamefika: ----- ili wajadiliane juu ya katiba.

kutana, jitayarisha, ondoka

c. kiongozi: Tunamtaka mtu mwenye akili awe -----.

wasimamizi, viongozi, wanachama

d. msiposhirikiana: ------- mtaangamia wote.

patana, fuatana, pigana

e. nawaonya: ----- msiingie katika shirikisho.

omba, shauri, uliza

f. tufanye: Waziri mkuu ametuhimiza ---- bidii.

ongeza, tia

g. ninyi: Awaomba ----- msijitenge kutoka shirikisho.

sisi, wewe, wenyeji

h. Ungejihadhari: ------ ungekuwa salama.

jishinda, jiuzulu, jificha, jizoeza

i. tusiondoke: Wanachama watushauri -----.

lala, pumzika, jiuzulu

Step 2. Language clab session.

This will be a 10 to 15 minute session in the clab after the drills. Use will be made of the dialogue and pattern drills.

Step 3. Homework assignment

a. Dialogue and pattern drill practice.
b. Written work.
c. Short narration based on the situational picture of the previous lesson.

Step 1. Recitation of the dialogue.

PATTERN DRILL II

Step 2. Patterned response drill.

a. 1st: Ninyi mwataka waziri mkuu awasaidie?
2nd: Ndio, twataka atusaidie.

wewe, yeye, wageni

b. 1st: Wenye vyeo watakuwa katika mkutano?
2nd: Ndio, wenye vyeo watakuwa katika mkutano.

enda, ingia, rudi.

c. 1st: Chama gani kilishinda katika uchaguzi?
2nd: Chama cha KANU kilishinda katika uchaguzi.

shindwa, chaguliwa, poteza.

d. 1st: Nani ni kiongozi wenu hapa?
2nd: Hatuna kiongozi hapa.

mwalimu, rafiki, jivani

e. 1st: Alipopata cheo alifurahi?
2nd: Hakufurahi alipopata cheo.

ondoka, faulu, fanya bidii.

5th PERIOD RECOMBINATION DRILL LESSON 70

Note: If facilities are available part of this period can be scheduled for a language clab session.

a. Vyama vyenu vitaingia uchaguzi?
La, havitaingia uchaguzi.

gcmea, pigania

b. Redio zao zinawakaribisha kwa muziki?
Ndio, zinawakaribisha kila siku kwa muziki.

enu, ako, ake

c. Ukipiga kura utatosheka?
Ndio, nikipiga kura nitatosheka.

furahi, shinda, faulu

d. Walipokuona ukipumzika walisemaje?
Waliponiona nikipumzika hawakusema kitu.

jifunza, kimbia, jificha

e. Mnapojadiliana mnagombana?
La, hatugombani tunapojadiliana.

zumgumza, jizoeza, fanya kazi

f. Amekuambia usimamishe motokaa?
La, hajaniambia nisimamishe motokaa.

nunua, jipatia, endesha

g. M1ipozungumza alikuelezea habari za ajali?
Tulipozungumza hakunielezea habari za ajali.

kutana, onana, ongea

h. Ungependa kuwasha mishumaa sasa?
Ndio, ningependa kuwasha mishumaa yote.

weza, jaribu, endelea

i. Wataka vidonge vingapi vya aspirini?
Nataka vidonge vinane.

nunua, uza, pèleka

j. Nani alitoa hotuba mkutanoni.
Waziri wa Afya alitoa hotuba mkutanoni.

mji, kijiji, kiwanja

k. Jihadhari wasikudanganye.

piga, fukuza, shinda

1. Waambie wasipake rangi mabati.

onya, kumbusha, shauri

m. Waruhusu waende nyumbani sasa.

rudi, kaa, pumzika

n. Nilimwona karani akificha kichupa cha dawa.

chukua, tazama, angusha

6th PERIOD SITUATIONAL APPLICATION LESSON 70

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Katika miaka iliyofuata vita vikuu nchi nyingi za Afrika ziliamka na kujipatia uhuru. Hivyo upande wa mashariki vilevile nchi za Tanganyika na Uganda zimekwisha kupata uhuru, na Kenya inatazamia hali hiyo mwisho wa mwaka huu, tarehe 12 ya Desemba.

Viongozi walipatikana katika kila nchi. Kule Tanganyika kiongozi wa chama cha TANU, (Tanganyika African Native Union) Dr. Julius Nyerere, alifaulu na alichaguliwa kuwa rais wa Jamhuri ya Tanganyika.

Viongozi wa Kenya ni Jomo Kenyatta pamoja na Tom Mboya katika chama cha siasa kinachoitwa KANU (Kenya African National Union), na Ronald Ngala katika chama cha KADU (Kenya African Democratic Union). Raia, walipopiga kura katika uchaguzi walipendelea KANU, na hivyo KANU ikashinda. Chama cha KADU sasa ni upande wa

upinzani. Mashindano yalikuwa makali na hata sasa viongozi wa KANU hawajaridhika.

Jomo Kenyatta amekuwa waziri Mkuu na amechagua mawaziri kwa kila idara. Zaidi ya hao ni Wakikuyu na Wajaluo. Bw. Kenyatta alitangaza ya kwamba hakutakuwa ubaguzi katika nchi.

Upande wa NFD Wasomali hawakuridhika na wangependa kujitenga na kujiunga na Somalia. Si rahisi kuongoza nchi, na ni vigumu kwa watu wote kushirikiana. Kuna nguvu katika umoja.

Step 2. Maelezo:-

Taja nchi za Afrika ya Mashariki zilizopata uhuru.
Taja chama kikubwa cha siasa kule Tanganyika, eleza maana yake, na cheo na kazi ya mkuu wa chama hicho.
Eleza matokeo ya uchaguzi kule Kenya.
Eleza kidogo shida na hatari iliyoko kati ya Wasomali na nchi ya Kenya.

Step 3. Presentation of short narratives by students.

I. Language Structure

In English the word 'which' can be used in two basic different ways:

a. As a relative pronoun:
   e.g. The cup which broke.
   The rifle which got lost.

b. As an interrogative (question word):
   e.g. Which cup broke?
   Which rifle got lost?

In Swahili the former, as a relative pronoun, is expressed by a relative prefix. We will study about this in detail a little later. The latter, as an interrogative, is expressed by the syllable '-pi?' prefixed by the appropriate class subject prefix. Note that this form can be used only in a question.

	Singular	Plural
Living beings	yupi?	wapi?
M - MI Class	upi?	ipi?
Ki - Vi Class	kipi?	vipi?
N Class	ipi?	zipi?
Ma Class	lipi?	yapi?
U Class	upi?	zipi?

e.g. Which cup broke?
Kikombe kipi kilivunjika?

Which child ran away?
Mtoto yupi alitoroka?

Which rifles got lost?
Bunduki zipi zilipotea?

II. Cultural Note

In this lesson reference is made to the main political parties of Tanganyika and Kenya.

In Tanganyika there is one dominating party called TANU (Tanganyika African National Union) led by Dr. Julius Nyerere. This party succeeded overwhelmingly in getting Dr. Nyerere appointed as Prime Minister in December, 1961, and then as President of the Republic of Tanganyika in December, 1962. Dr. Nyerere is a moderate and very capable leader, and so far he has done well for Tanganyika.

In Kenya two strong political parties competed for leadership: KANU (Kenya African National Union) led by Jomo Kenyatta, and KADU (Kenya Democratic National Union) led by Ronald Ngala. In the 1963 elections KANU won out, and with the status of independence for Kenya in December, 1963, Jomo Kenyatta became Prime Minister, and Ronald Ngala remains as leader of the opposing party.

A

abiria (43) - passenger
abudu (31) - worship
acha (15) - leave off, leave branch off
adhuhuri (50) - noon
adui (15) - enemy
afisi (46) - office
Afrika ya Mashariki (14) - East Africa
afya (47) - health
agiza (52) - to order
Agosti (32) - August
ahidi (42) - promise, v.
aina (24) - variety, kind
ajabu (38) - amazement
ajali (43) - accident
-ake (26) - his, her
akiba (41) - reserve, saving
akili (41) - wisdom, good sense
-ako (26) - your, yours
-a kwanza (31) - first
alama (28) - mark, sign
alama ya cheo (54) - insignia
Alhamisi (31) - Thursday
ambia (35) - tell
-aminifu (27) - faithful
aminika (65) - reliable, trustworthy
amkia (49) - greet, say hello
amri (18) - command, order
amrisha (63) - to order
amsha (45) - awaken, wake up someone
andika (22) - write
angalia (10) - watch for
-angu (26) - my, mine
anguka (43) - fall
angusha (62) - knock down, drop
antena (69) - antenna
anwani (29) - address
anza (14) - begin
anzia na (31) - begin with
-ao (26) - their
-a pili (31) - second
Aprili (32) - April
ardhi (38) - earth
arifiwa (56) - be informed
arobaini (22) - forty
asali (39) - honey
asante (2) - thank you
askari (12) - soldier
aspirini (62) - aspirin
asubuhi (10) - morning
-a tatu (31) - third

B

baada ya (15) - after
baadaye (30) - by and by, a little while
baba (1) - father
badilisha (65) - change
badilisha pesa (64) - change money
bado (30) - not yet
Bahari ya Chumvi (38) - Dead Sea
Bahari ya Hindi (33) - Indian Ocean
Bahari ya Sham (38) -Red Sea
bahasha (29) - envelope
bahati (56) - luck
baki (17) - remain
bakshishi (48) - tip, gratuity
bakuli (52) - dish
bandari (34) - harbor, port
bangili (44) - bracelet
barabara (14) - highway
barafu (34) - ice
baridi (17) - cold
barua (29) - letter
baruti (18) - explosive, gun powder
basi (35) - "Well!"
basi (53) - bus
bati (ma-) (68) - iron sheeting
bastola (60) - pistol, revolver
bawaba (ma-) (68) - hinge
-baya (4) - bad
beba (25) - carry

bega (60) - shoulder
bei (20) - price
beneti (16) - bayonet
beteri (65) - battery
bia (52) - beer (European)
biashara (36) - business
bibi (Bi.) (48) - Mrs.
bidii (16) - effort
bila (18) - without
bilauri (48) - glass, tumbler
binti (49) - daughter
binzari (52) - curry
birika (48) - jug, pitcher
bisibisi (68) - screwdriver
-bivu (52) - ripe
blanketi (54) - blanket
boma (61) - fort
boma (42) - enclosure,kraal
bombom (18) - machine gun
bomoa (23) - break down, demolish
bonde (61) - valley
Bonde la Ufa (38) - Great Rift Valley
bora (61) - best
-bovu (50) - unsound, rotten, decomposed
buluu (22) - blue
bunduki (12) - rifle
burudika (50) - refresh
bwana (Bw.) (48) - Mr.

C

-chache (9) - few
chai (3) - tea
chakula (5) - food
Chakula cha mwisho (52) - dessert
chama (70) - party
chandalua (46) -mosquito net
changanya (25) - mix
chanja (47) - vaccinate
chanua (45) - to comb (v.)
chapwa (33) - printed
chatu (59) - python
chawa (54) - louse
cheka (6) - laugh
cheki (22) - check, check book
chelewa (10) - be late
chelewesha (40) - delay, v.
chelezo (61) - raft, buoy
chemchemi (47) - spring of water
chemli (57) - lamp glass, glove
chemsha (47) - boil, v.
chenji, chenji pesa (64) - change
cheti (48) - bill, note,chit
cheza (4) - play
chimba (40) - dig
chini chini (62) - dishonest underhanded
chini ya (7) - under, underneath
choka (49) - get tired
chokoza(46) - bother, annoy
choma (23) - burn
chombo (19) - utensil
choo (54) - latrine
chora picha (59) - draw a picture
chukua (8) - carry, v.
chuma (60) - steel, iron
chuma pesa (64) - earn money, make money
chumba (15) - room
chumvi (52) - salt
chunga (56) - herd (cattle) take care of
chungua (18) - observe
chungwa (67) - orange fruit
chupa (52) - bottle

D

dada (8) - sister
dai (51) - demand v.
dakika (30) - minute
daktari (21) - doctor
damu (25) - blood
danganya (55) cheat,deceive

daraja (18) - bridge
dari (68) - upstairs
darubini (18) - binoculars
dawa (21) - medicine
Desemba (32) - December
desturi (50) - custom, tradition, manner
dhahabu (64) - gold
dhani (55) - think
diditii (54) - DDT
dirisha (43) - window
dispensari (21) dispensary
-dogo (2) - small, little
dreva (43) - driver
duara (40) - circle
duka (9) - store, shop
dume (58) - bull
dunia (69) - world

E

Effendi (12) - Sir
-ekundu (22) - red
eletiristi (37) - electricity
eleza (38) - explain
elezea (46) - explain to someone
elfu (51) - one thousand
elimishwa (51) - (be) educated
-ema (4) - good
-embamba (11) - narrow, thin
embe (67) - mango
endelea (24) - continue, proceed
enda zake (62) - go his way
-endesha (26) - make go, drive, propel
enea (33) - spread
eneza (37) - extend
enezwa (37) - extended
Entebbe (14) - town in Uganda
-enu (26) - yours, pl.
-enye (25) - having, possessing
enyewe (17) - himself
epesi (29) - light, easy
eroplani (29) - airplane
-etu (26) - our
-eupe (22) - white
-eusi (22) - black
ezeka (40) - thatch

F

faa (17) - suitable
fagia (8) - sweep
fahali (58) - bull
fahamika (66) - recognizable, discernible
fahamu (50) - understand
faida (25) - profit, gain
faini (53) - fine, penalty
fanana (26) - similar, resemble each other
fanusi (57) - lantern
fanya (3) - do, make
fanya haraka (10) - hurry up
fanya kazi (4) - work, v.
faulu (15) - succeed
Februari (32) - February
fedha (64) - silver
fika (14) - arrive
fikiri (49) - think
fikishwa (56) - be taken to transported to a place
fito (40) - wattle (tree)
fuata (12) - follow
fuatana (13) - go along with
fuga (25) - raise cattle
fukuza (18) - drive away
fulani (39) - certain one, somebody
fundi (45) - craftsman
fundisha (4) - teach
funga (3) - shut, close
funga mizigo (14) - pack v.
fungua (3) - open
-fupi (2) - short
furaha (13) - joy, gladness
furahi (6) - be glad
futi (34) - foot (measurement)
fyatua (18) - pull trigger

fyonza (46) - suck

G

gani? (4) - what kind?
gari (65) - vehicle
gari la moshi (53)-train, railroad
Gav'na (36) - Governor
gawanya (61) - divide
gazeti (43) - paper
gereji (65) - garage
geuka (62) - turn about
ghafla (23) - suddenly
gharama (49) - expense
ghali (20) - expensive
ghasia (23) - turmoil, upheaval
gia (65) - gear
girisi (65) - grease
giza (57) - darkness
gogo (60) - log
gongana (43) - collide
gumu (61) - hard, difficult

H

habari (8) - news
Habeshi (38) - Ethiopia
hadithi (19) - story
haikose (41) - no doubt, without a doubt
hakikisha (65) - make sure
hakuna (29) - there is/are not
halafu (7) - then, afterwards
halali (39) - lawful
hali (32) - condition
hama (17) - move, transfer
handaki (12) - trench
hangaika (55) - anxious, in a dither, confused
hapa (4) - here
haribu (23) - destroy
harufu (66) - odor, smell
hasa (22) - especially
hasara (51) - loss
hata (2) - and also, even
hatari (39) - danger
haya! (10) - come on!
hebu (39) - "Look here"
hema (12) - tent
heri (39) - best, advisable
hesabu (18) - count, number
hewa (50) - air
punga hewa (50) - get fresh air
himaya (36) - protectorate
hitaji (16) - require
hivyo (30) - thus, manner
hodari (13) - brave, capable
Hodi (9) - Hodi
homa (21) - fever
hoteli (52) - hotel
hotuba (69) - speech
hudhuria (28) - attend
Huduma ya Kwanza (43) - First Aid
huyu (M-Wa class) (1)- this

I

iba (12) - steal
Ijumaa (31) - Friday
Ikweta (33) - Equator
ila (31) - except
imba (41) - sing
inatubidi (41) - it is proper for us
ingawa (43) - although
ingia (3) - enter
ingilia (61) - infiltrate
-ingine (11) - another, other
injini (65) - engine
inua (27) - lift up
ishi (29) - live
ishirini (16) - twenty
Israeli (38) - Israel
ita (12) - call
itwa (46) - called

J

jaa (27) - full
jamaa (25) - relative
jadiliana (70) - debate, argue, discuss
Jambo (5) - Hello
jambo (58) - matter, affair
Jamhuri (70) - Republic
jana (15) - yesterday
jangwa (35) - desert
Januari (32) - January
jaribu (15) - try
jaza (51) - to fill
Jemedari (17) - General
jenga (40) - build
jengo (41) - building
jengwa (35) - build (pass.)
jeraha (43) - wound
jibu (45) - reply, answer
jicho (60) - eye
jihadhari (70) - to guard against, beware
jifunga (60) - tie oneself
jifunza (5) - learn, study
jikoni (54) - kitchen
jilinda (46) - protect oneself
jina (9) - name
jino (66) - (pl. meno) tooth
jinsi (41) - manner
jioni (12) - evening
jirani (6) - neighbor
jitenga (70) - to separate oneself from
jiwe (ma-) (68) - stone
jiweza (45) - become self-sufficient, manage
jizoeza (16) - to practice
jogoo (58) - rooster, cock
joto (21) - heat, warmth
jua (35) - know
Julai (32) - July
julisha (36) - inform
juma (31) - week
Jumamosi (31) - Saturday
Jumanne (31) - Tuesday
Jumapili (31) - Sunday
Jumatano (31) - Wednesday
Jumatatu (31) - Monday
jumla (22) - total
Juni (32) - June
juu ya (7) - on top of
juzi (16) - the other day

K

kaa (6) - stay, live
kaanga (49) - fry, roast
kabisa (24) - completely, entirely
kabla ya (15) - before
kabuti (54) - overcoat
kadiri (56) - approximately
kagua (28) - inspect
kalamu (29) - pencil
kalenda (31) - calendar
-kali (7) - sharp, fierce
kama (13) - like, if
kamanda (54) - commander
kamata (11) - catch, v.
kamba (40) - rope, string
kambi (54) - camp
kamera (41) - camera
kamili (16) - perfect
Kampala (14) - Capital of Uganda
kamuflaji (63) - camouflage
kando ya (11) - beside, side of
kanga (44) - women's cloths
Kapteni (12) - Captain
kaptula (44) - shorts Bermuda shorts)
karafuu (36) - cloves
karamu (40) - feast
karani (51) - clerk
karatasi (29) - paper
kabureta (65) - carburetor
karibia (18) - approach, come near
karibisha (49) - entertain
karibishwa (49) - to be entertained, to be welcomed
karibu na (7) - near, nearby
karibuni (60) - soon
kariri (61) - repeat

kasa (30) - less
kaskazini (34) - North
kata (8) - cut
kata neno (59) - decide
kata tamaa (53) - give up hope
kataa (46) - refuse
kati (33) - central
katika (4) - in, into
-kausha (26) - dry, v.
kavu (35) - dry
kawia (50) - stay on a little
kazana (27) - try hard
kazi (4) - work
keki (55) - cake
kelele (27) - noise
kesho (14) - tomorrow
kesho kutwa (14) - day after tomorrow
keti (3) - sit
kiatu (17) - shoe, boot
kibanda (42) - hut
kiboko (59) - hippopotamus
kibuyu (17) - flask, canteen
kichanuo (45) - comb, (n.)
kichwa (19) - head
kidole (21) - finger
kidonge (62) - pill, capsule
kidonda (21) - sore, wound
kidude (69) - gadget
kikumi (64) - 10 cent piece
kiongozi (70) - leader
kienyeji (40) - native type
kifaa (22) - items
kifaranga (58) - little chick
kifaru (56) - rhinoceros
kifudifudi (60) - lie flat face downward
kifungo (45) - button
kifungu (20) - bundle, small pile
Kiingereza (32) - English
kijana (26) - youth
kijiko (19) - spoon
kikapu (17) - basket
kiko (19) - smoking pipe
kikombe (19) - cup
kikosi (17) - company
kikundi (28) - group
kila (16) - each, every
kijiji (67) - village
kimanjano (22) - yellow
kimbia (11) - run, v.
kimya (15) - silence, quietly
kingama (60) - across
kiungo (60) - organ of body
kinywa (pl. vinywa) (66) mouth, mouth cavity
kinywaji (24) - drink, n.
kioo (43) - glass
kipande (43) - piece
kipimo (55) - measure, n.
kisirisiri (63) - secretly
kisiwa (17) - island
kisu (19) - knife
kitabu (19) - book
kitambaa (19) - kerchief, cloth
kitanda (19) - bed
kitano (64) - 5 cent piece
kitasa (68) - door lock or cabinet lock
kiti (19) - chair
kitoweo (52) - stew
kitu (9) - thing
kiu (55) - thirst
kiwanja (41) - compound, lot
kiwanja cha ndege (56) - airport
kiwanjani (16) - on the ground
klasi (56) - class
kofia (44) - hat
Kofia ya chuma (60) - steel helmet
koma (38) - come to an end
kombora (63) - shell, bomb
komesha (23) - stop, bring to an end
kondoo (42) - sheep
Kongo (33) - Congo
kongoni (59) - hartebeest - antelope
Kontinenti (33) - Continent
kopa (51) - borrow

kopesha (51) - lend
Koplo (12) - Corporal
kosa (29) - lack
koti (44) - coat
Krismasi (32) - Christmas
kubali (46) - agree
-kubwa (2) - big, large
kufa (23) - die
kufuli (ma-) (68) - lock, padlock
kuja (6) - to come
kujiweka tayari (63) - get ready, be in readiness
kukana (62) - to deny
kuku (42) - chicken
kuku anataga mayai (58) - hen is laying eggs
kukata kwa msumeno (68) - to saw
kula (6) - to eat
kulenga (16) - to aim
kulia (61) - right
kuliko (33) - than (comparative)
kumbe (39) - "Wow", "Look", "My"
kumbuka (47) - remember
kumi (18) - ten
kuna (29) - there is/are
kunguni (54) - bed bug
kupaka rangi (68) - to paint
kunywa (6) - drink
kuonekana (18) - appear, visable
kupima (55) - measure, v.
kura (70) - vote
kuranda (68) - to plane
kusanyika (40) - gather
kushoto (61) - left
kusini (34) - South
kusudia (56) - to intend
kutana (58) - meet with
kutema mate (53) - to spit
kutwa (31) - all the time all along
kutoboa kwa patazi (68) - to cut through by chiseling
kuukuu (44) - old, worn out
kuwa (13) - to be
kuwa macho (60) - alert
kuwa na (13) - to have
kuzima moto (63) - extinguish fire
kwa ajali (18) - accidently
kwa ajili (69) - because of on account of
kwa heri (1) - good bye
Kwa heri ya kuonana! (9) - So long!
kwa mfano (33) - for instance
kwa nini? (3) - why?
kwa siri (15) - secretly
kwamba (30) - that, namely that.
kwanza (10) - first
kweli (4) - truly, true
Kwenda (6) - go
kwenu (50) - at your place
kwetu (50) - at our place
kwinini (21) - quinine
kwisha (44) - finish, be out of

L

la (1) - no
labda (38) - perhaps
lakini (6) - but
lako (9) - your
lala (4) - lie down, sleep
lalamika (53) - complain
langu (9) - my
lazima (39) - necessary, must
leo (10) - today
leta (6) - bring
letea (35) - bring to
letwa (46) - carried
lima (4) - dig, cultivate
limia (24) - cultivate
linda zamu (12) - turn on guard duty
lipa (22) - pay
lisha (25) - feed
livu (53) - leave, absence

kupata 1ivu (53) - get 1eave
kwenda 1ivu (53) - go on
leave
1ori (27) - truck, 1orry
1ugha (33) - 1anguage

M

maalum (21) - certain,
special, particular
maana (34) - importance
maarifa (66) - knowledge,
information, senses
mabeti (60) - equipment
Machi (32) - March
maendeleo (37) - progress
mafuta (65) - oil
mafuta ya taa (57) -kerosene
mahali (42) - place
maharagwe (20) - beans
mahindi (41) - maize
maili (38) - miles
mainzi (54) - fly, insect
maisha (43) - life
maji (24) - water
majira (32) - season
malaria (21) - malaria
malidadi (44) - fancy,
ornamental
maliza (10) - finish, com-
plete
mama (1) - mother
mambo (47) - matters
mamlaka (53) - authority
mapambo (52) - furnishings,
decorations
mapema (28) - early
mara (24) - times (as in
multiplication)
mara moja (16) - at once
mashine (29) - machine
masika (32) - rainy season
matamshi (66) -pronunciation
mateka (60) - prisoners
mazoezi (16) - drill
matata (23) - trouble
matope (40) - mud
matunda (24) - fruit
mavuno (41) - crops
mawele (41) - millet
mayai (50) - eggs
maziwa (25) - milk
mbali (29) - far
mbalimbali (22) - different
mbao (39) - lumber, board
mbele (10) - in front of,
ahead
mboga (47) - vegetables
mbolea (24) - fertilizer
mbona (17) - why?
mbu (46) - mosquitoes
mbuga (35) - bushy plains
mbuni (24) - coffee tree
mbuni (59) - ostrich
mbuzi (5) - goat
mbwa (27) - dog
mchana (30) - daytime
mchele (55) - rice, the
grain as harvested
mchezo (28) - game
mchuzi (52) - gravy
mdudu (54) - insect
Mei (32) - May
mekanika (65) - mechanic
meli (34) - ship
meza (19) - table
mfano (40) - example, pat-
tern
mfanya kazi (50) - worker,
laborer
mfuko (8) - pocket, stachel
mfuko wa pesa (64) - purse,
money bag
mgahawa (48) - cafe
mgeni (3) - visitor
mgonjwa (21) - sick person
mguu (7) - leg, foot
mia (51) - 100, one hundred
midomo (66) - lips
milango ya maarifa (66) -
the senses, (as of sight,
hearing, etc.)
mimi (1) - I
Misri (14) - Egypt
miwani (66) - spectacles,
glasses

mizinga ya ndege (63) - anti-aircraft gun
mji (6) - town
mji mkuu (34) - capital city
mkaguzi (28) - inspector
mkate (6) - bread
mke (19) - wife
mkeka (8) - mat
Mkikuyu (2) - Kikuyu person
mkono (7) - hand, arm
mkuki (7) - spear
mkulima (24) - farmer
mkuu (33) - boss, superior
mlango (3) - door
mlima (7) - mountain
mlinzi (12) - guard, watchman
Mmasai (11) - Masai
mmea (67) - a plant
mno (58) - very much, too much
mnunuzi (20) - buyer
mnyama (25) - animal
-moja (5) - one
moja kwa moja (18) - directly straight on
moshi (39) - smoke
moto (17) - fire, hot
motokaa (9) - car, auto
moyo (45) - heart
mpaka (34) - boundary
mpaka (14) - till, as far as
mpango (61) - arrangement
mpango wa utayari (63) - alert system
mpasuko (38) - rift
mpelelezi (15) - spy
mpira (22) - rubber
mpishi (54) - cook
msaada (51) - help, aid, assistance
mshahara (51) - pay, wages
mshale (11) - arrow
mshipi (22) - belt
mshonaji (44) - tailor
mshumaa (57) - candle
msiba (23) - disaster
msichana (48) - girl
msingi (68) - foundation
msitu (7) - forest
msumari (68) - nail
msumeno (68) - saw
Mswahili (2) - Swahili person
mtego (60) - trap or snare
mtetemeko wa nchi (38) - earthquake
mti (7) - tree
mto (8) - river
mtoto (1) - child
mtu (2) - person
mtumbwi (26) - boat
mtumishi (48) - waiter, servant
mtumwa (36) - slave
muhimu (36) - important
mulika (57) - shine on something (throw a light)
mume (49) - husband
Mungu (31) - God
muziki (69) - music
mvua (32) - rain
mvulana (48) - boy
mvuvi (26) - fisherman
mwaka (24) - year
mwalimu (1) - teacher
mwamba (61) - rock
mwanafunzi (1) - student
mwanahewa (63) - airmen
mwanamke (20) - woman
mwananchi (70) - native, son of the land
mwangaza (57) - light, opposite darkness
mwanamume (20) - man
mwashi (68) - mason
mwanzo (14) - beginning
Mwarabu (36) - Arab (people)
mwendo (51) - distance, speed
mwenyeji (27) - native, resident
mwenzangu (45) - my friend
mwerezi (39) - cedar tree
mwezi (32) - month, moon

mwiba (42) - thorn
mwili (21) - body
Mwingereza (36) - English people
mwinuko (69) - elevated ground, high ground, rise
mwisho (28) - end
mwishoni (28) - at/in the end
mwivi (12) - thief
mwuzaji (20) - seller
mzee (6) - old person
mzungu (30) - European white man

N

na (1) - and
nafasi (53) - time or space to see someone
namna (22) - kind, variety
nanasi (67) - pineapple
-nane (18) - eight
nani? (1) - who?
nao (50) - with them
nauli (56) - fare
nawa (10) - wash
nazi (36) - coconut
nchi (23) - country
ndani ya (7) - inside of
ndege (7) - bird
ndege za adui (63) - enemy planes
ndege za vita (63) - fighter planes
ndevu (45) - beard, whiskers
ndio (1) - yes
ndivyo (14) - it is so
ndizi (52) - bananas
ndugu (8) - brother
ndui (47) - smallpox
-nene (27) - fat, thick
neno (36) - word
ng'aa (57) - shine, be bright
-ngapi? (5) - how many?
ngazi (41) - ladder
ngoja (9) - wait
ngojea (53) -wait for
ngoma (28) - drum, dance
ngome (63) - fortification
ng'ombe (25) - cattle, cows
ng'ombe jike (58) cow
ngozi (22) - leather
nguo (17) - clothing
nguo za kiraia (62)-civilian clothes
nguo za rasmi (62)-uniform
nguvu (27) - strength, power
nguzo (40) - post, pole, pillar
ni (1) - am, is, are
Nilo (14) - Nile River
nini? (3) - what?
ninyi (5) - you, (pl.)
njaa (55) - hunger
nje (15) - outside
njia (25) - road, way
njia panda (63) - cross road
njoo (10) - come
-nne (5) - four
noti, pesa za karatasi (64) note, paper money
Novemba (32) - November
nunua (9) - buy
nunulia (35) - buy for
nuka (66) - smell badly, stink
nukia (66) - smell nicely, be fragrant
nusa (66) - sniff, smell
nusu (30) - half
nyama (11) - meat
nyanda za juu (35) - highlands
nyanya (19) - tomato
nyasi (40) - long grass
Nyassa (38) - Lake Nyassa
nyati (59) - buffalo
nyesha (32) - rain (v)
nyoa (45) - shave
nyoka (59) - snake
nyuki (39) - bee, bees
nyuma ya (15) - behind
nyumba (6) - house

nyundo (68) - hammer
nyunyiza (54) - spray
nywele (45) - hair

O

oa (25) - marry
ofisa (55) - officer
oga (50) - bathe
-ogelea (26) - swim
ogopa (13) - afraid, fear
okoka (43) - be saved, escape with life
okota (62) - pick up
Oktoba (32) - October
omba (35) - request, beg
ona (6) - see
onana (53) - see each other
ondoka (13) - leave, go away
ongea (50) - chat, converse
ongeza (48) - add
ongoza (28) - lead
onja (66) - taste (v)
onya (54) - warn
onyesha (22) - show
orofa (68) - storey
ota (67) - grow
-ote (5) - all

P

paa (68) - roof
pa (35 - give
paketi (62) - package
pale (4) - there
pamoja na (7) - together
-pana (11) - broad, wide
panda (24) - plant (v)
pandwa (34) - planted
pandisha (57) - raise
panga (20) - arrange, set out
pangusa (56) - wipe off, dust off
pangwa (48) - arrange
panya (41) - rat, mouse
papo hapo (62) - then and there
pasuka (43) - split
pata (21) - get, receive
patasi (68) - chisel
patia (35) - get for
patikana (46) - available
pato (36) - product
pauni (64) - pound sterling
peleka (12) - take
pelekea (35) - take to
pembe (25) - horn
penda (3) - like, love
pendeza (9) - please
pengine (50) - otherwise, on the other hand
pesa (29) - money
pesa nane - 25 cents worth
pesa ndogo (64) - small change
pesa nyeupe (64) - silver coins
pete (44) - ring
petroli (65) - gas, petrol, gasoline
-pi? (70) - which?
pia (2) - also
picha (59) - picture
piga filimbi (61) - blow whistle
piga hodi (41) - seek admission, say "Hodi"
piga kelele (27) - make a noise
piga kinanda (41) - play an instrument
piga kura (70) - cast a vote
piga kwa nyundo (68) - hit with hammer
piga mbio (41) - run fast
piga pasi (54) - to iron
piga picha (41) - take picture, photograph
piga polishi (54) - to polish
piga ripoti (12) - to report
piga shabaha (16) - aim, target practice

pigana (23) - fight
piga stati (65) - start a car
pigilia msumari (68) - drive in a nail
pigwa sindano (47) - get an injection, shot
pika (8) - cook
pikia (58) - cook for
pilipili (52) - pepper
pima (20) - weigh, measure
pimia (66) - measure or fit someone
pinduka (43) - turn over
pingana (70) - oppose
pitia (33) - pass through
plagi (65) - plug
playa, plairi (68) - pliers
pokea (9) - receive
polepole (10) - slowly
pombe (40) - beer
pona (46) - get well,recover
popote (37) - everywhere
pori (13) - bush country, jungle
posho (55) - rations, daily food supply
posta (29) - post office
potea (33) - get lost
poteza (23) - lose
poteza pesa (64) - lose money
pua (66) - nose
pumzika (31) - rest, relax
punda (25) - donkey
punda milia (59) - zebra
pungua (55) - to be short of, be less
punguza (55) - to decrease, lessen
pwani (34) - coast (sea)
-pya (19) - new

R

rafiki (8) - friend
rahisi (20) - cheap, easy
raia (62) - civilian, citizen
rais (70) - president
ramani (33) - map
randa (68) - plane
rangi (44) - color, paint
ratili (55) - pound, lb.
redari (63) - radar
redieta (65) - radiator
redio (23) - radio
-refu (2) - tall, long
rejista (29) - register
reli (34) - railway, railroad
reli kuu (56) - main line
reli ya njia mbili (63) - 2 track railroad
ridhika (49) - (be) contented
ripoti (12) - report
risasi (16) - bullet
riziki (64) - necessities of life
robo (30) - quarter
rudi (6) - return
ruhusa (25) - permission, allow, permit
ruka (12) - jump, fly
rukia (60) - jump upon by surprise

S

saa (10) - clock, watch
saa sita usiku (30) - midnight
saba (18) - seven
sababu (13) - because
sabaini (23) - seventy
sabuni (45) - soap
safari (14) - journey
safi (10) - clean
safiri (14) - travel (v)
safirisha (35) - transport
safisha (8) - clean
sahani (48) - plate
saidia (4) - help
saidiana (40) - help each other

Sajini (12) - Sergeant
Sajini meja (12) - Sgt. Major
sakafu (68) - floor
salama (14) - safely
salamu (1) - greetings
salimia (13 - greet
samaki (26) - fish
sana (7) - very
sanduku (17) - box
sasa (3) - now
sasa hivi (18) - at once
sauti (15) - sound, voice
sawa (20) - like, same
sawasawa (10) - properly
sebule (68) - entrance hall
sehemu (33) - part
sema (3) - say, speak
senti (29) - cents
seremala (68) - carpenter
Septemba (32) - September
serikali (36) - government
shabaha (13) - target, aim
shaka (47) - fear, doubt, worry
shamba (4) - field, garden
shambulia (23) - attack
shambulio (61) - an attack
shanga (44) - beads
shaba (64) - copper, brass
shati (44) - shirt
shauri (59) - advice
shauriana (69) - consult with
sheria (25) - law, custom
shiba (55) - be full, satisfied (after a meal)
shida (33) - trouble, difficulty
shidwa (63) - be unable, be defeated
shika (7) - hold
shilingi (22) - shilling
shimo (40) - hole
shinda (28) - win
shindana (28) - compete
shindano (28) - competition
shirikiana (70) - cooperate
shirikisho (70) - cooperation
shona (8) - sew
shonea (45) - sew for someone
shuka (20) - come down
si (1) - am not, is not
siagi (48) - butter
siasa (70) - politics
sigara (8) - cigarette
sikia (13) - hear
sikiliza (39) - listen
sikio (66) - ear
siku (20) - day
sikukuu (31) - holiday
silaha (13) - weapon
simama (3) - stand
simamisha (69) - make stand, erect
simba (11) - lion
simenti (68) - cement
simu (63) - signal, wire, telegram
sindano (45) - needle
sinema (49) - cinema, movie
sisi (5) - we
sita (18) - six
sitini (23) - sixty
sivyo (14) - not so
soko (20) - market
soksi (44) - socks
soma (19) - read
songana (20) - crowded
spana (68) - wrench, spanner
staarabika (34) - be civilized
stahili (64) - deserve
starehe (49) - relax, be comfortable
stempu (29) - stamp
stesheni (53) - station, train station
stesheni ya kupokea (69) - receiving station
stesheni ya kutuma (69) - transmitter station
stoo (41) - store, storage place
subulkheri (45) - Good morning
sufuria (52) - pot, pan

sugua (54) - polish, rub
sukari (48) - sugar
sukuma (23) - push
sukurubu (68) - screw
sumu (13) - poison
suruali (44) - pants
suti (44) - suit
swala (11) - antelope
swali (62) - question
swichi (57) - switch

T

taa (57) - lamp
taabu (51) - difficulty, trouble
taa ya sitima (57) - electric light
tabia ya nchi (35) - climate of a country
tafadhali (10) - please
tafuta (4) - look for
tafuna (66) - chew, masticate
taga (58) - lay eggs
tai (44) - tie (also eagle)
taifodi (47) - typhoid
tairi (65) - tire
taja (31) - name, mention
taka (3) - want
takataka (54) - rubbish
tamaa (53) - hope, desire
tamani (59) - desire
tambua (30) - realize, recognize
tamka (66) - pronounce, articulate
tangazo (39) - sign, notice, announcement
tangi (65) - tank
tangu (36) - since
-tano (5) - five
taratibu (54) - carefully, with care
tarehe (32) - date
tarumbeta (28) - trumpet
piga tarumbeta (28) - play the trumpet
-tatu (5) - three
taulo (45) - towel
tawala (36) - rule, (v)
tayari (17) - ready
tayarisha (16) - get ready
tazama (5) - watch, look at
teka (61) - ransack, capture
teksi (53) - taxi
tele (13) - plenty
tembea (8) - walk
tembelea (42) - visit (v)
tembo (11) - elephant
tena (38) - moreover, again
tengeneza (3) - fix, repair
thamani (64) - value
thelathini (16) - thirty
theluji (34) - snow
thenashara (50) - dusk, 6. P.M.
thumni (sumni) (64) - a coin worth 50 cents
tia (8) - put
tikiti (53) - ticket
tisa (18) - nine
tisini (28) - ninety
tisha (27) - frighten, scare
tivii (69) - TV
toa (51) - to give, take out
toboka (17) - punctured
tochi (57) - torch, flashlight
tofali (ma-) (68) - brick
tofauti (26) - different
toka (6) - go out
tokea (38) - happen, to appear
tolewa (33) - issued
toroka (12) - escape, run away
tosha (9) - be enough
toshea (52) - enough for, satisfy
toza faini (53) - pay penalty
tu (9) - only
tuma (35) - send
tumaini (56) - hope, trust

tumbo (21) - stomach
tumia (20) - use
tunda (67) - fruit
tundika (54) - hang up
tunza (24) - take care of
tupa pesa (64) - squander money
twiga (11) - giraffe

U

ua (67) - a flower
ua (13) - kill
ubaguzi (70) - segregation, separation
uchafu (47) - filth, dirt
uchaguzi (70) - election, choosing
uchumi (36) - produce (n)
ufunguo (15) - key
ugali (26) - mush
Uganda (14) - Country of
ugonjwa (21) - sickness
uhuru (33) - freedom, independence
ujao (47) - next, coming
uji (50) - porridge
ukuta (68) - wall
ulimi (66) - tongue
uliza (35) - ask
umbo (66) - shape
umbali (56) - distance
umia (21) - hurt
umiza (43) - hurt, cause to hurt
uma (46) - bite
umri (32) - age
umwa (46) - be bitten
unga (55) - flour
Unguja (17) - Island of Zanzibar
upande (20) - side
upepo (32) - wind, breeze
upesi (10) - quickly
upungufu (49) - shortage
urefu (34) - length
usafi (47) - cleanliness
usiku (12) - night
usiku wa manane (30) - midnight
uso (45) - face
ustaarabu (37) - civilization
utambi (57) - wick
utaratibu (50) - routine, order
utawala (36) - rule, reign
uza (20) - sell
uzi (45) - thread

V

vaa (19) - to wear
vema (35) - good, fine
viazi (41) - potatoes
vibaya (43) - badly
viberiti (39) - matches
viburudisho (48) - refreshments
vidanganya macho (63) - camouflage
vilevile (4) - also
vizia (60) - spy on
vizuri (10) - well
-vua samaki (26) - fish (v)
-vuka (26) - cross over
vuli (32) - small rains
vuma (60) - blow, wind
vumbua (37) - discover
vumilia (53) - (be)patient
vuna (24) - reap, harvest
vunja (25) - break
vunjika (43) - break, get broken
vuta (8) - pull
vuta sigara (39) - smoke cigarette

W

Wachagga (34) - Chagga tribe
Waislamu (31) - Muslims
waka (57) - burn, be alight
wakati (15) - time
wakia (55) - ounce
Wakristo (31) - Christians
wala (32) - neither, nor

wali (19) - cooked rice
wao (5) - they
wapi? (4) - where?
washa (39) - light up
wazazi (49) - parents
waya (65) - wire
wazi (15) - open
waziri (70) - minister
waziri mkuu (70) - prime minister
waziwazi (42) - open, partly open
weka (17) - put, place
wembe (45) - razor
wewe (1) - you
weza (12) - (be) able
wezesha (66) - enable
wiki (26) - week
-wili (5) - two
wimbo- song (66)
winda (11) - hunt
woga (62) - fear

ziba (43) - stop up
zibwa (37) - stopped up, dammed up
zidi (55) - increase, be more
-zima (2) - well, whole
zimisha (39) - put out (light or fire)
-zito (27) - heavy
ziwa (26) - lake
zizi (58) - cowshed, pen, enclosure for animals
zuia (35) - hinder
zunguka (60) - go round, surround
zungumza (69) - to chat, to converse
-zuri (2) - good, nice

Y

yaani (36) - "that is", "which means"
yai (58) - egg
ya kutosha (34) - enough, sufficient
yelo-fiva (47) - yellow fever
yeye (1) - he, she
yodini (62) - iodine
yule (4) - that

Z

zaa (24) - bear, give birth
zaidi (38) - more
zamani (36) - long ago
zawadi (28) - reward, prize
pata zawadi (28) - get a reward
toa zawadi (28) - give a reward

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DEFENSE LANGUAGE INSTITUTE

SWAHILI

BASIC COURSE

VOLUME VI
LESSONS 71-84

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DEPARTMENT OF DEFENSE

S W A H I L I

Basic Course

Volume VI

Lessons 71 - 84

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DEFENSE LANGUAGE INSTITUTE

PREFACE

The Swahili Course, consisting of 145 lessons in 10 volumes, is one of the Defense Language Institute's Basic Course Series. The material was developed at the Defense Language Institute and approved for publication by the Institute's Curriculum Development Board.

The course is designed to train native English language speakers to Level 3 proficiency in comprehension and speaking and Level 3 proficiency in reading and writing Swahili. The texts are intended for classroom use in the Defense Language Institute's intensive programs employing the audio-lingual methodology. Tapes accompany the texts.

All inquiries concerning these materials, including requests for authorization to reproduce, will be addressed to the Director, Defense Language Institute, U. S. Naval Station, Anacostia Annex, Washington, D. C. 20390.

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SWAHILI BASIC COURSE

LESSON 71

1. Language Structure

   a. The Relative Pronoun as an infix with the three primary tenses.

      Refer to Generalization for explanation of structural features in this lesson.

2. Content Structure

   a. Situational Setting: An outdoor organizational meeting.

   b. Cultural Note: Organization of societies.

   c. Lexical Items:

hudhurungi	(brown)
hutubu	(give a speech)
kaa kimya	(keep quiet or still)
kutanika	(assemble, gather together)
masharubu (pl)	(moustache)
mkutano	(gathering, meeting)
mwandishi	(secretary)
mwandishi mdogo	(2nd secretary or under-secretary)
mwenye kiti	(chairman)
nyamaza	(shut up)
paaza sauti	(raise voice)
tangulia	(precede, go on ahead)
tawanyika	(scatter)
umati	(crowd)

Note: Refer to Generalization for explanation of structural features in this lesson.

Step 1
Hatua ya 1 Auditory perception and comprehension

Step 2
Hatua ya 2 Oral production of minimum utterances

1. Drills on personal relative pronouns.

a. Anayevaa shati
Aliyeketi
Atakayesimamama

b. Wanaofanya
Waliopigana
Watakaopata

c. Mti unaoanguka
Mti uliosimama
Mti utakaopandwa

d. Miti inayoanguka
Miti iliyosimama
Miti itakayopandwa

e. Kikombe kinachojaa
Chakula kilichotosha
Kidonda kitakachopona

f. Vikombe vinavyofaa
Vitu vilivyopotea
Vyakula vitakavyokwisha

g. Kazi inayofaa
Ramani iliyotolewa
Taa itakayong'aa

h. Ndizi zinazoanguka
Nguo zilizopasuka
Taa zitakazong'aa

i. Jina linaloitwa
Jiwe lililoanguka
Tunda litakalopendeza

j. Maji yanayozibwa
Madirisha yaliyovunjika
Majengo yatakayojengwa

2. Semantic drills.

a. Mwenye kiti
Mwenye kusema
Mwenye sauti

b. Mwandishi
Mwandishi mdogo
Mwandishi anaandika

2. Semantic drills continued:

c. Umati wa watu
Umati mkubwa
Umati wa wanachama

d. Fungua mkutano
Ongoza mkutano
Komesha mkutano

e. Sauti kubwa
Sauti ndogo
Paaza sauti

f. Watu waliotangulia
Watu walionyamaza
Watu waliokaa kimya

g. Shati ya hudhurungi
Suti ya hudhurungi
Viatu vya hudhurungi

h. Alihutubu
Mwenye kiti alihutubu
Rais alihutubu

Step 3
Hatua ya 3 Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Watu wanaokutanika pale wanangojea nini?
   Wanamngojea mwenye kiti wa chama chao.

2. Yule anayevaa shati ya hudhurungi ni nani?
   Huyo ni mwandishi wa chama.

3. Viongozi wanafika, watakaohutubu ni nani?
   Watakaohutubu wanashika viti vyao sasa.

4. Atakayefungua mkutano ni nani?
   Mwenye kiti atafungua mkutano.

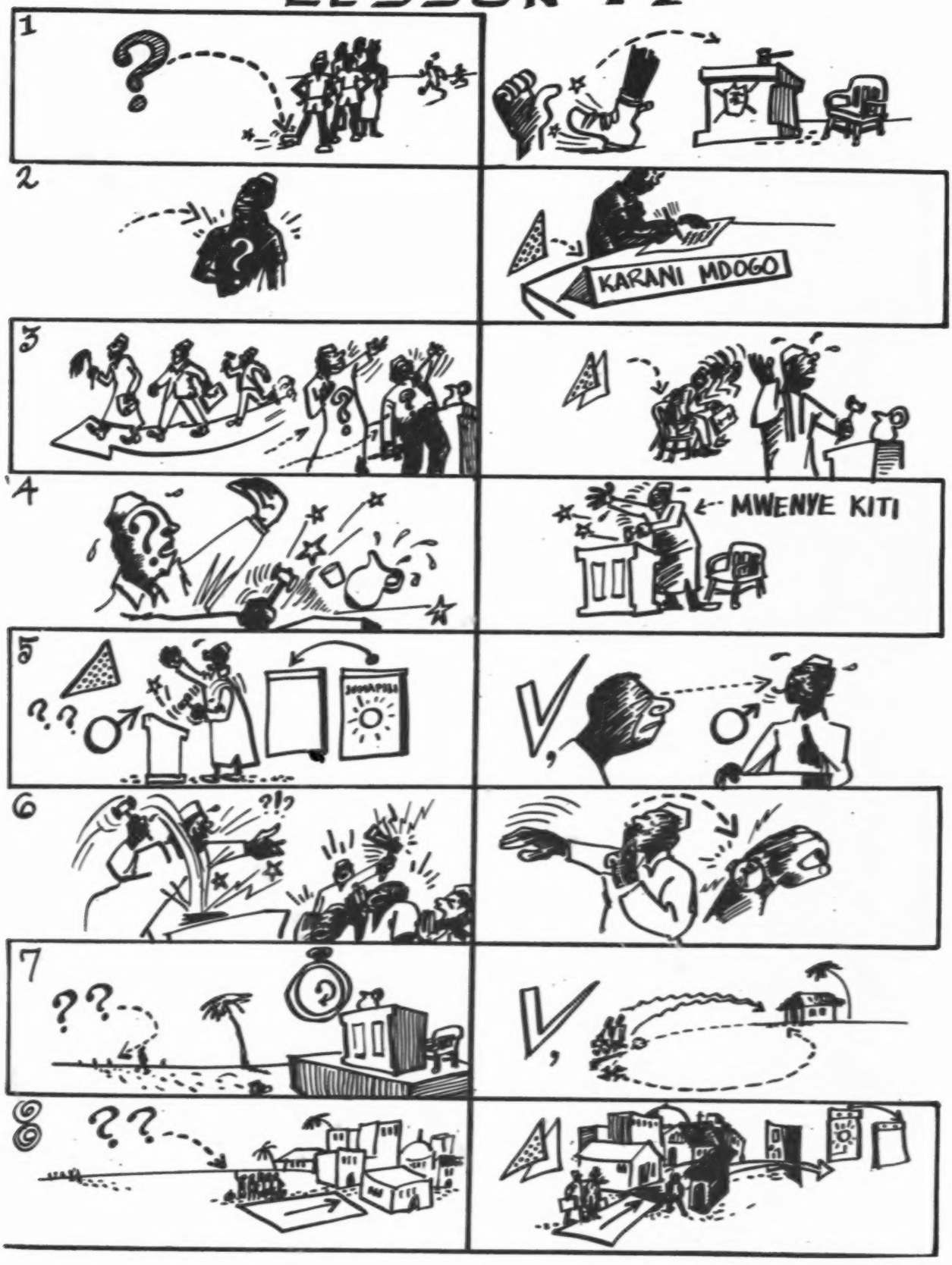
5. Ni yeye aliyefungua mkutano Jumapili iliyopita?
   Ndio, mwangalie vizuri, ana masharubu marefu.

6. Mkutano unaanza; wanaopiga kelele watanyamaza?
   Wote watakaa kimya baada ya dakika chache.

7. Baada ya mkutano umati utatawanyika?
   Ndio, wanachama waliotoka mbali watarudi kwao.

8. Wengine watabaki mjini?
   Watakaobaki mjini wataondoka kesho.

LESSON 71



1. What are those people who are gathering there waiting for?
   They are waiting for the chairman of their society.

2. Who is that fellow wearing a brown shirt?
   That's the secretary of the society.

3. The leaders are arriving; who will be the speakers?
   The speakers are taking their seats now.

4. Who will open the meeting?
   The chairman will open the meeting.

5. Is it he who opened the meeting last Sunday?
   Yes, look at him well, he has a long moustache.

6. The meeting is beginning; will those noisy ones shut up?
   All will keep quiet after a few minutes.

7. Will the crowd scatter after the meeting?
   Yes, the members who came from far away will return home.

8. Will others remain in town?
   Those who stay over in town will leave tomorrow.

Step 1.
Hatua ya 1.

1. Repetition Drill

a. Kijana anayekuja ni mwalimu.
Kijana anayekuja ni mwalimu.

lima, simama, soma, kimbia

b. Watu wanaopigana ni askari.
Watu wanaopigana ni askari.

rudi, tembea, ingia, ondoka

c. Daktari aliyeondoka amerudi.
Daktari aliyeondoka amerudi.

faulu, anguka, toroka, hutubu

d. Viongozi waliohutubu wameondoka.
Viongozi waliohutubu wameondoka.

simama, kuja, pumzika, fanya kazi

e. Mwanamke atakayelima anaongea.
Mwanamke atakayelima anaongea.

shindana, saidia, fagia, andika

2. Substitution Drill

a. waliongojea
Wakulima ---------- watafaulu.
Wakulima waliongojea watafaulu.

kutanika, hutubu, andika, burudika.

b. atakayechelewa
Mvuvi ---------- ataonekana.
Mvuvi atakayechelewa ataonekana.

iba, toroka, lalamika, rudi

c. anayefundisha
Mwalimu ---------- ni mkubwa.
Mwalimu anayefundisha ni mkubwa.

lala, kagua, winda, ngoja

d. waliorudi
Wanawake ---------- wataondoka.
Wanawake waliorudi wataondoka

pumzika, pika, shindana, tazama

e. wanaowinda
Wenyeji ---------- wanafurahi.
Wenyeji wanaowinda wanafurahi.

cheza, safari, saidia, simama

Step 2
Hatua ya 2 Language clab session (if applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the clab use will be made of the dialogue and pattern drill.

Step 3
Hatua ya 3 Homework assignment

4TH PERIOD (First hour in the morning) LESSON 71

KIPINDI CHA 4 SOMO LA 71

Step 1
Hatua ya 1 Recitation of the dialogue

PATTERN DRILL II - MAZOEZI

Step 2
Hatua ya 2 Patterned response drill

a. 1st: Wanachama waliokutanika walisongana?
2nd: Walisongana sana.

ingia, sikiliza, simama, keti

b. 1st: Atakayefungua mlango ni nani?
2nd: Atakayefungua mlango ni mpelelezi.

vunja, funga, bomoa, choma

c. 1st: Mswahili anayeketi ni Ali?
2nd: Mswahili anayeketi si Ali.

lima, lala, tazama, kimbia

d. 1st: Wakulima watakaorudi watafurahi?
2nd: Ndio, watafurahi.

burudika, abudu, safiri, faulu

e. 1st: Ulimwona simba aliyekufa?
2nd: Ndio, nilimwona huyo.

kimbia, ruka, simama, lala

90.

5TH PERIOD | RECOMBINATION DRILLS | LESSON 71

KIPINDI CHA 5 | MAZOEZI | SOMO LA 71

Note: If facilities are available, this period can be scheduled for a language clab session.

a. Nani aliyekupiga?
Aliyenipiga ni mwivi.

tuma, ita, taja, fuata

b. Watakaoshindana wamefika?
Hawajafika wote.

safiri, shambulia, winda, fanya kazi

c. Watoto wanaosoma ni wavivu?
Watoto wanaosoma si wavivu.

cheza, kimbia, lala, piga kelele

d. Watu walioshindwa wameondoka?
Walioshindwa wameondoka wote.

iba, lala, pumzika, shinda.

e. Mwandishi atakayefaulu anasoma?
Ndio, anasoma sasa.

ondoka, pumzika, hutubu, fika

f. Mtu anayelala ni mwalimu?
Ndio, ni mwalimu.

simama, kimbia, cheka, tembea

g. Mwivi aliyetoroka ni huyu?
Ndio, ni huyo.

iba, ingia, ruka, jificha

h. Kikombe kinachofaa ni hiki?
Ndio, ni hicho.

vitu, kazi, barua, mkeka

i. Ungependa kutazama miti iliyoanguka?
Ndio, ningependa kuitazama.

watoto, mlango, matunda, jengo

j. Watu waliojadiliana wamerudi?
Ndio, walirudi jana.

viongozi, wanachama, Mawaziri, wanafunzi

k. Watoto waliopotea wameonekana?
Ndio, walionekana juzi.

ramani, viatu, kijana, mtumbwi

l. Mwenye kiti atakayehutubu amesimama?
Ndio, amesimama sasa.

Walimu, Rais, Kiongozi, Jemedari

m. Nguo zilizopasuka ni zako?
Ndio, ni zangu.

karatasi, bahasha, kanga, suti

6TH PERIOD | SITUATIONAL APPLICATION | LESSON 71

KIPINDI CHA 6 | HADITHI | SOMO LA 71

Step 1
Hatua ya 1 Presentation of a narrative based on the dialogue. The situational picture will be used.

Tazama umati mkubwa wa wanaume na wanawake kule kiwanjani. Wamekutanika leo kumsikiliza kiongozi wa chama. Watu waliokutanika ni wanachama wa chama cha biashara. Sasa wanamngojea mwenye kiti afungue mkutano.

Yule anayeketi sasa ni mwenye kiti. Yeye ni kiongozi hodari. Mwandishi ni yule anayevaa shati ya hudhurungi. Wengine wanaosimama karibu ni viongozi wengine wema.

Wote wanaosema kwa sauti kubwa na kupiga kelele sasa, watanyamaza. Watakaa kimya, mwenye kiti atakapofungua mkutano, na atakapopaaza sauti yake.

Baada ya mkutano, watu waliotoka mbali watabaki na watalala mjini usiku. Wanaokaa karibu watatangulia kuondoka leo. Hivi wote watatawanyika upesi. Mwandishi, aliyeandika habari za mkutano kitabuni, atabaki kusema na mwenye kiti.

Step 2
Hatua ya 2 Questions based on the above narration:

6TH PERIOD | SITUATIONAL APPLICATION | LESSON 71

KIPINDI CHA 6 | HADITHI | SOMO LA 71

Waliokutanika ni nani?
Umati wa watu ni watu wachache?
Watu wamekutanika wapi?
Wanamngojea nani?

Mwenye kiti atafanya nini?
Anayeketi ni nani?
Nani hodari?
Nani anavaa shati ya hudhurungi?
Wanaosimama karibu ni nani?

Watu wanasema kwa sauti ndogo?
Watanyamaza baadaye?
Nani atapaaza sauti?
Waliotoka mbali watalala wapi?
Mwandishi atafanyaje?

Step 3
Hatua ya 3 Presentation of short narratives prepared by students.

I. LANGUAGE STRUCTURE

1. The Relative Pronoun "who" or "which" is expressed in Swahili by the letter "o" combined with the subject prefix. This then becomes a new infix which is inserted into the verb form right after the tense sign as explained in paragraph #2.

Study the following table carefully:-

	Sing.	Plur.
Wa or Living Class	yu + o = ye*	wa + o = o
Mi Class	u + o = o	i + o = yo
Ki Class	ki + o = cho	vi + o = vyo
N Class	i + o = yo	zi + o = zo
Ma Class	li + o = lo	ya + o = yo

From the above you will have noted that the Living Class singular* "ye" is irregular. Here are a few examples showing how these relative infixes are used:-

Singular: Wa Class

Mtu anayesimama	=	A person who is standing
Mtu aliyefika	=	A person who came
Mtu atakayekwenda	=	A person who will go

Plural: Wa Class

Watu wanaosimama	=	People who are standing
Watu waliofika	=	People who came
Watu watakaokwenda	=	People who will go

Singular: Mi Class

Mti unaosimama	=	The tree which is standing
Mti uliovunjika	=	The tree which broke
Mti utakaopandwa	=	The tree which will be planted

Plural: Mi Class

Miti inayosimama	=	The trees which are standing
Miti iliyovunjika	=	The trees which broke
Miti itakayopandwa	=	The trees which will be planted

Singular: Ki Class

Kitu kinachopendeza	=	The thing which is pleasing
Kitu kilichovunjika	=	The thing which broke
Kitu kitakachoanguka	=	The thing which will fall

Plural: Ki Class

Vitu vinavyopendeza	=	The things which are pleasing
Vitu vilivyovunjika	=	The things which broke
Vitu vitakavyoanguka	=	The things which will fall

Singular: N Class

Nyumba inayobomoka	=	The house which is broken down
Nyumba iliyofaa	=	The house which was suitable
Nyumba itakayouzwa	=	The house which will be sold

Plural: N Class

Nyumba zinazobomoka	=	The houses which are broken down
Nyumba zilizofaa	=	The houses which were suitable
Nyumba zitakazouzwa	=	The houses which will be sold

Singular: Ma Class

Shamba linaloharibika	=	The field which is ruined
Shamba lililofaa	=	The field which was suitable
Shamba litakalotosha	=	The field which will be big enough

Plural: Ma Class

Mashamba yanayoharibika	=	The fields which are ruined
Mashamba yaliyofaa	=	The fields which were suitable
Mashamba yatakayotosha	=	The fields which will be big enough

2. The use of the relative as an infix is limited to the three primary tenses: Present (NA), Past (LI) and Future (TA>TAKA). With other tenses, and also negative tenses, the relative is expressed in a different way. This we shall learn in the next few lessons.

3. Remember that the object prefix can be used in a verb construction containing a relative in the normal way.

e.g. Ni yeye aliyenipiga = It is he who hit me

II. CULTURAL NOTE

Various organizations,unions, political parties, etc. are organized with a Chairman or President, Vice-President, Secretary, sometimes an Under-Secretary, and a Treasurer. Thus a pretty universal pattern is followed in the organizational set-up. These organizational patterns have been accepted as a contribution from other progressive nations.

SWAHILI BASIC COURSE

LESSON 72

1. Language Structure

   a. The Relative Pronoun with AMBA.

      Refer to the Generalization for explanation of structural features of this lesson.

2. Content Structure

   a. Situational Setting: A Tropical Storm

   b. Cultural Note: Reactions to tropical storms

   c. Lexical Items:

baridi kali	(frosty, fierce cold)
dhoruba	(storm)
furika	(flow over, flood)
hali ya hewa	(weather)
imara	(strong)
jua kali	(hot and sunny)
jua kali leo	(a hot sunny day today)
kuna shwari leo	(it's calm today)
kuna upepo leo	(it's windy today)
maiti	(corpse, dead body-human)
marasharasha	(slight drizzle)
mawimbi	(waves)
mawingu	(clouds)
mvua ya mawe	(hail)
mvuke (mi)	(steam, also the hot sun after a rain)
mzoga (mi)	(cadaver, dead animal)
ngurumo	(thunder)
ota (ku) jua	(to bask in the sun)
radi	(bolt of lightning)
shukrani	(thanks, gratitude)
ukungu	(fog)
umeme	(lightning)
vumbi	(dust)

1ST PERIOD | PERCEPTION DRILL | LESSON 72

KIPINDI CHA KWANZA | MAZOEZI | SOMO LA 72

Note: Refer to Generalization for explanation of structural features of this lesson.

Step 1
Hatua ya 1 Auditory perception and comprehension

Step 2
Hatua ya 2 Oral production of minimum utterances

1. Drills with 'Amba':

a. Mgeni ambaye alirudi.
Mtoto ambaye alizama.
Mvulana ambaye anajenga.
Msichana ambaye anastahili.

b. Watu ambao huogopa.
Vijana ambao husaidia.
Wavulana ambao hucheza.
Wasichana ambao hushona.

c. Shamba ambalo limeharibika.
Daraja ambalo lilibomoka.
Jina ambalo linapendeza.
Boma ambalo lilianguka.

d. Mashamba ambayo yameharibiwa.
Mavumbi ambayo yamelala.
Majina ambayo yanapendeza.
Maua ambayo yananukia.

e. Kitu ambacho kinapendeza.
Chakula ambacho kinafaa.
Chombo ambacho kimepotea.
Choo ambacho kinanuka.

f. Vitu ambavyo vinafaa.
Viatu ambavyo vitaletwa.
Vyombo ambavyo vimepotea.
Vyakula ambavyo vimeletwa.

g. Nyumba ambayo imebomoka.
Mvua ambayo ilinyesha.
Maiti ambayo haikutambulika.
Radi ambayo ilitisha.

h. Nyumba ambazo zilibomoka.
Barua ambazo zilifika.
Bunduki ambazo zilipotea.
Motokaa ambazo ziliharibika.

Note: The above drills should be presented also in the negative form.

2. Semantic drills:

a. Kufurika
Mto ulifurika
Mito ilifurika

b. Ngurumo
Ngurumo ya radi
Alisikia ngurumo ya radi

c. Umeme
Umeme ulimulika
Umeme ulinitisha

d. Hali ya hewa
Kuna hali gani ya hewa leo?
Kesho hali ya hewa itakuwaje?

e. Kuna upepo leo
Kuna shwari leo
Kuna mawingu leo

f. Kutakuwa baridi kali
Kutakuwa ukungu
Kutakuwa marasharasha

1. Mwangi, mvua nyingi ilinyesha usiku!
   Kweli, Kamau, mito ambayo ilifurika iliharibu mashamba.

2. Mashamba yote ambayo yako mabondeni yameharibiwa?
   Ndio, kuna uchafu na takataka ambayo inanuka popote.

3. Daraja lile la mbao lilibomoka vilevile?
   Limebomoka, lakini vijana wa skuli wanajenga kivuko.

4. Wavulana na wasichana hawa wanastahili shukrani yetu.
   Kweli! Je, ulisikia ngurumo ya radi usiku?

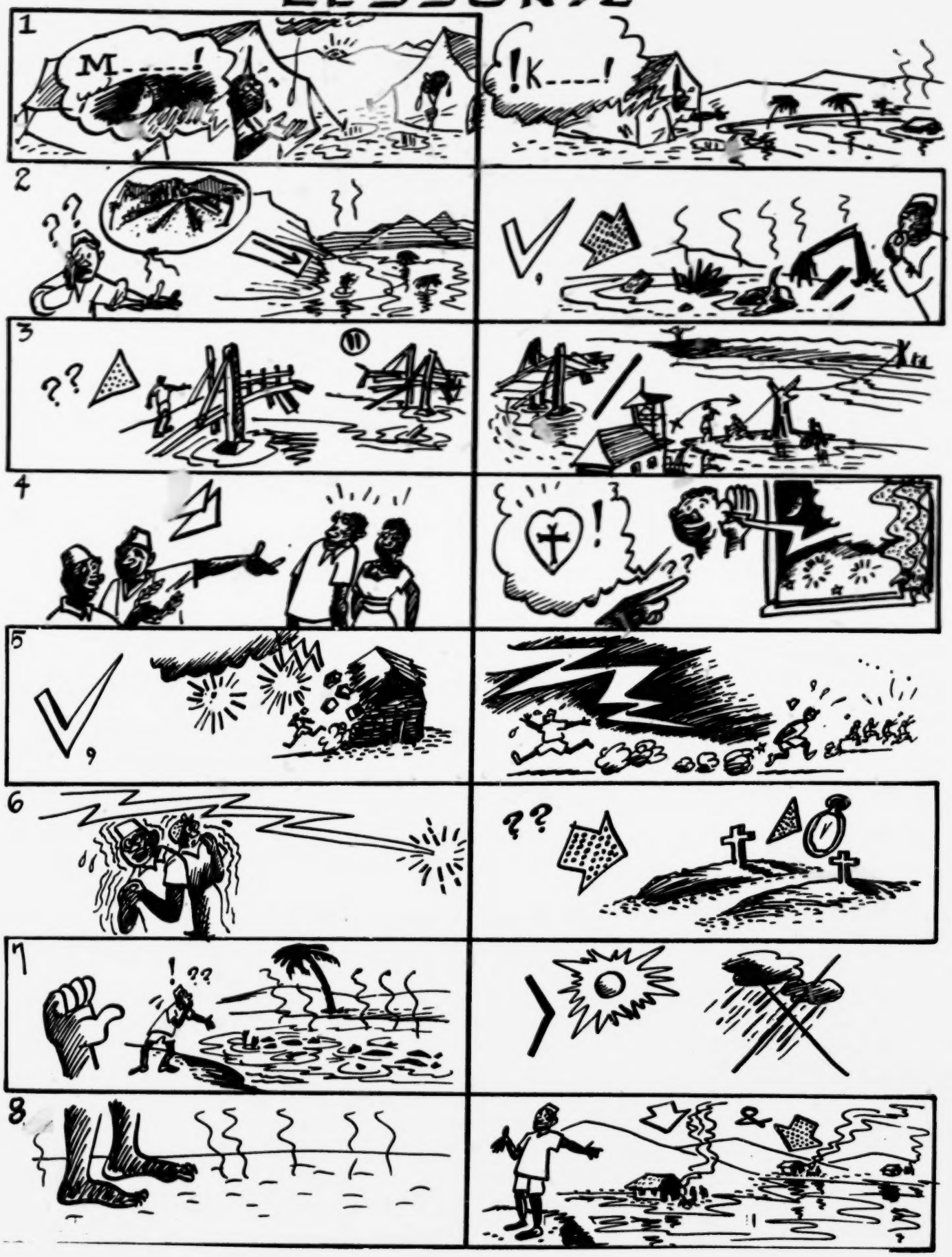
5. Ndio, radi imebomoa majengo ambayo hayakuwa imara.
   Umeme ambao ulimulika ulitisha watu wengi.

6. Watu ambao huogopa umeme walitetemeka sana.
   Kuna jirani ambaye alikufa wakati huo?

7. Wamepata maiti mbili majini ambazo hazitambulikani.
   Sasa jua linang'aa, hakuna mawingu wala mvua.

8. Mavumbi yamelala, na mvuke unaonekana.
   Hata moshi huko na huko huonyesha watu wamewasha mioto.

LESSON 72



2ND PERIOD | ENGLISH DIALOGUE | LESSON 72

KIPINDI CHA PILI | SOMO LA 72

1. Mwangi, it rained a lot last night.

   True, Kamau, the rivers which overflowed damaged the gardens (fields).

2. Were all the fields in the valleys damaged?

   Yes, there is much filth and rubbish everywhere which stinks.

3. Did that wooden bridge break down too?

   It's broken down, but school youths are building a ford (crossing).

4. These boys and girls deserve our gratitude.

   To be sure! Say, did you hear the thunder claps during the night?

5. Yes, lightning destroyed some buildings which were not firm.

   The lightning flashes scared many people.

6. The people who fear lightning were badly shaken.

   Is there a neighbor who died at that time?

7. They found two corpses in the water which are not recognizable.

   Now the sun is shining, there are no clouds nor rain.

8. The dust has settled, and the mist is appearing.

   Even smoke here and there shows that people have lit fires.

Step 1
Hatua ya 1

1. Repetition Drill

a. Alichungua daraja ambalo halikubomoka.
Alichungua daraja ambalo halikubomoka.

nyumba (pl), mtumbwi, kibanda

b. Tunatazama mashamba ambayo yaliharibiwa.
Tunatazama mashamba ambayo yaliharibiwa.

majengo, madaraja, chakula

c. Jirani ambaye aliondoka amerudi.
Jirani ambaye aliondoka amerudi.

wasichana, wavulana, mpishi, swala.

d. Maiti ambazo hazitambulikani zimeletwa.
Maiti ambazo hazitambulikani zimeletwa.

wadudu, mnyama, nyoka (pl), ndege

e. Kinywaji ambacho ulinipa si kizuri.
Kinywaji ambacho ulinipa si kizuri.

vinywaji, samaki (pl), punda, mzigo

f. Wamemwona mvuvi ambaye alianguka.
Wamemwona mvuvi ambaye alianguka.

wavulana, miamba, meli

2. Substitution Drill

Mwamba
a. ------ ambao ulivunjika ni mkubwa.
Mwamba ambao ulivunjika ni mkubwa.

nyumba, madaraja, mtumbwi, mitego.

mashamba
b. Waliona -------- ambayo yaliharibiwa.
Waliona mashamba ambayo yaliharibiwa.

mgahawa, ..ijiji, hoteli (pl), matunda

Abiria
c. ------ ambaye aliumia amerudi.
Abiria ambaye aliumia amerudi.

simba (pl), wasichana, punda, wanachama.

Maiti
d. ----- ambayo ilijulikana imezama.
Maiti ambayo ilijulikana imezama.

meli, kifungu, vifaa, mashua

mvuvi
e. Tunamwona ----- ambaye alianguka.
Tunamwona mvuvi ambaye alianguka.

ng'ombe (pl), Jemedari, vijana, kitano

Step 2
Hatua ya 2 Language clab session (if applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the clab use will be made of the dialogue and pattern drill.

Step 3
Hatua ya 3 Homework assignment

4TH PERIOD (First hour in the morning) LESSON 72

KIPINDI CHA 4 SOMO LA 72

Step 1
Hatua ya 1 Recitation of the dialogue

PATTERN DRILL II

Step 2
Hatua ya 2 Patterned response drill.

a. 1st: Ulisikia radi ambayo ilinguruma?
2nd: Ndio, niliisikia.

simba, wanyama, mizinga.

b. 1st: Kuna jirani ambaye aliumia?
2nd: Jirani ambao waliumia ni wengi.

msichana, wanyama, mzazi, wapishi

c. 1st: Daraja ambalo limeanguka ni kubwa?
2nd: Ndio, daraja ambalo limeanguka ni kubwa sana.

majengo, mzigo, paketi, sanduku

d. 1st: Maiti ambazo zilionekana ni hizi?
2nd: Ndio, ni hizi.

mitumbwi, wavuvi, mvulana, wevi.

e. 1st: Kinywaji ambacho ulinipa ni kizuri?
2nd: La, si kinywaji kizuri.

jembe, kiatu, mashamba, mitumbwi.

5TH PERIOD | RECOMBINATION DRILLS | LESSON 72

KIPINDI CHA 5 | MAZOEZI | SOMO LA 72

Note: If facilities are available, this period can be scheduled for a language clab session.

a. Wamepata vikombe ambavyo wanavitaka?
La, hawajavipata.

mitego, kikombe, vinywaji, samaki

b. Ulinunua mizigo ambayo imeoza?
La, mizigo hiyo haijaoza.

tunda, vyakula, ndizi, maembe

c. Mahali ambapo ulipanunua ni pazuri?
Mahali hapo ni pazuri kweli.

kiatu, vitu, mkeka, matunda

d. Wamtafuta mwivi ambaye haonekani?
Ndio, namtafuta huyo.

kijiko, nyumba, wanyama, vitu

e. Aliona kipande ambacho alikitaka?
La, hakukiona hicho.

mahali, mbwa, wadudu, ng'ombe

f. Mwataka redio ambayo imevunjika?
La, hatuitaki hiyo.

mkuki, viko, majembe, kidude

g. Wapenda kinywaji ambacho nilikupa?
Ndio, nakipenda sana.

vinywaji, shamba, meli, mkuki

Step 1
Hatua ya 1 Presentation of the narrative

Bwana Kamau anaishi Nairobi. Yu tajiri sana. Ana nyumba yake kubwa na huvaa suti malidadi. Anafanya kazi ya mtangazaji wa redio, na kila asubuhi saa moja hutangaza hali ya hewa.

Leo kabla ya kuondoka kwenda kazini alitazama nje, aliona ya kuwa kuna shwari leo. Alimwambia mkewe, "Kutakuwa jua kali leo alasiri. Lakini nakumbuka sivyo pepote. Mahali nilipojifunza, kwa kawaida kulikuwa ukungu na marasharasha. Hatukuweza kuota jua hata kidogo."

Sasa na tufuatane na Bwana Kamau kazini kusikiliza idhaa yake ya redio. Anaanza kusema:

"Leo ni Jumatano, tarehe 12 mwezi wa Mei. Karibieni wasikilizaji nyote na nitawapasha habari.

Kwanza kuna habari ya msiba mkubwa uliotokea jana karibu na kijiji kidogo, jina lake Kabete. Tunajua ya kuwa ni majira ya masika, na kwa muda wa siku nyingi mvua imekuwa ikinyesha sana hata mito imejaa maji na kufurika. Jana maji yalifunika mashamba mengi bondeni na kuleta takataka. Hata daraja dogo la mbao lilibomoka na kuchukuliwa na maji. Watoto wa skuli, wavulana na wasichana, hawakuweza kufika skulini. Hivi vijana na wanafunzi wengine walitumia akili na walitengeneza kivuko

cha kufaa kwa muda. Hivyo wenzao walipita salama, kuendelea na masomo yao. Kweli wanafunzi hao, wenye akili, wanastahili shukrani kwa matendo yao ya kusaidiana.

Shida nyingine ilitukia sababu ya ngurumo kubwa ya radi. Nyumba nyingine zilibomoka. Watu wengine waliogopa sana umeme uliomulika, walitetemeka. Watu wawili walichukuliwa na maji, na walizama. Maiti zao zilionekana chini ya daraja. Wanyama wengine walikufa mjini vilevile na wenyeji walisikitika kuona mizoga ya ng'ombe na ya mbuzi. Dhoruba imeleta hasara sana kwa watu wengi.

Ingawa sisi hapa Nairobi tulipata mvua jana, haikunyesha sana kama mahali pengine. Leo hali ya hewa ni nzuri, kuna jua kali bila mawingu. Furahini leo, kwa sababu kesho kutakuwa na mvua tena.

Sasa kwa herini, wasikilizaji, mpaka saa tatu."

Step 2
Hatua ya 2 The students will write a short summary in English of what they understood of the narrative.

Step 3
Hatua ya 3 Presentation of short narratives prepared by the students.

I. LANGUAGE STRUCTURE

1. The Relative Pronoun with AMBA

In the previous lesson we learned to use the relative pronoun as an infix of a verb construction in the three primary tenses. There is an alternative way of expressing the relative pronoun, and that is by the use of AMBA to which the relative particle has been attached.

Thus:- Atakayekwenda. He who will go.

or

Ambaye atakwenda He who will go.

Amba + is used as a separate word, and the big advantage of this form is that it can be used with other tenses, including the negative.

e.g.	Ambaye amemaliza.	He who has finished
	Ambao wangalipenda	Who would have liked
	Ambavyo havikufika	Which did not arrive
	Ambaye haandiki	Who doesn't write
	Ambacho hakitafaa	Which will be of no use.

2. Notice that when the relative pronoun refers to the object, the corresponding object prefix is generally inserted also.

e.g. Kitabu anachokisoma = The book which he is
Kitabu ambacho anakisoma reading.

Kazi ambayo hukuifanya jana. = The work which you did not do yesterday.

Wamepata vikombe ambavyo wanavitaka = They have received the cups which they want.

II. CULTURAL NOTE

A thunderstorm accompanied by lightning and a heavy tropical downpour can be a frightening and a damaging experience. A flash flood can do considerable damage, flood the fields, wash away bridges, etc. When lightning strikes a tree or building, it can demolish it. The above experience is not uncommon in Africa.

SWAHILI BASIC COURSE

LESSON 73

1. LANGUAGE STRUCTURE

a. The KA tense

Refer to Generalization for explanation of structural features of this lesson.

2. CONTENT STRUCTURE

a. Situational Setting: Series of scenes from a folk tale: "Three Men and a Lion".

b. Cultural Note: Teaching through stories.

c. Lexical Items:

baradhuli	(simpleton, dupe)
bure	(for nothing)
hai	(alive)
uhai	(life)
hatuna budi	(we must - we have no alternative)
hekima	(wisdom)
jamani	(as an address:- you folks)
mfalme	(king)
mfupa (mi)	(bone)
miongoni mwa	(among, in the midst of)
mjinga	(ignorant, simpleton)
ngozi	(skin)
sultani (ma)	(sultan)
tulia	(relax, be calm, be quiet)
uganga	(medical skill, including use of magical charms)
uhodari	(bravery, skill)
utoto	(childhood)
uzima	(life, well being)
yatupasa	(it is proper for us)

1ST PERIOD | PERCEPTION DRILLS | LESSON 73

KIPINDI CHA KWANZA | MAZOEZI | SOMO LA 73

Note: Refer to Generalization for explanation of structural features of this lesson.

Step 1
Hatua ya 1 Auditory perception and comprehension

Step 2
Hatua ya 2 Oral production of minimum utterances.

1. Drills on the KA tense:

a. Nikasoma
Ukatazama
Akafuata

b. Tukarudi
Mkacheza
Wakapeleka

c. Alikwenda sokoni, akanunua ndizi
Nilirudi nyumbani, nikapumzika.

d. Tulimwona, tukamfuata.
Walifanya kazi, wakapata pesa.

e. Nenda ukasafishe nyumba.
Nendeni mkasafishe nyumba.

f. Tulitafuta kazi, tusipate.
Aliomba msaada, asipate.

2. Drills using new expressions:

a. Ana hekima.
Wana hekima.
Hawakuwa na hekima.

b. Baradhuli
Walikuwa mabaradhuli.
Kidogo walikuwa mabaradhuli.

c. Yatupasa.
Yatupasa kwenda.
Yatupasa kungoja.

d. Tulia.
Alitulia.
Alitulia kimya.

e. Miongoni.
Miongoni mwa watu.
Miongoni mwa wale waliokuwa na maarifa.

f. Hatuna budi.
Hatuna budi kufuatana naye.
Hatuna budi kumpa sehemu ndogo.

g. Kuwa hai.
Kuwa hai kama kwanza.
Kama alipokuwa hai.

h. Zaidi ya hayo.
Zaidi ya hayo, walikuwa wenye maarifa.
Zaidi ya hayo, walikuwa wenye maarifa ya namna mbalimbali.

2ND PERIOD

SWAHILI NARRATIVE

LESSON 73

KIPINDI CHA PILI

SOMO LA 73

MARAFIKI WATATU NA SIMBA

I

Hapo kale palikuwa na watu watatu waliokuwa marafiki wakubwa sana. Zaidi ya hayo, walikuwa wamesoma sana na kuwa wenye maarifa ya namna mbalimbali, lakini hawakuwa na hekima. Kidogo walikuwa mabaradhuli. Watu watatu hao walikuwa na rafiki yao mmoja ambaye hakusoma sana, lakini alikuwa na hekima nyingi.

II

Safari moja, mmoja wao akawaambia wenziwe, "Jamani, na tusafiri twende nchi ya mbali. Faida gani kukaa hapa na kupoteza maarifa yetu bure tu? Yatupasa kwenda mbele ya wafalme na masultani, nasi kwa uhodari wetu, tutaweza kufanya mambo makuu ya ajabu na kupata mali nyingi sana."

III

Basi wote wanne wakaondoka wakaenda zao. Yule aliyetoa shauri la kuondoka alisema, "Huyu rafiki yetu wa nne heri abaki nyumbani. Yeye hana maarifa kama sisi, wala hataweza kuchuma mali yo yote."

I

II

III

IV

Mtu wa pili akakubali, akasema, "Kweli, heri uende nyumbani rafiki yetu. Wewe si hodari kama sisi."

V

Lakini mtu wa tatu akasema, "Sisi sote tumekuwa marafiki tokea utoto wetu, nasi tumeshirikiana kila kitu pamoja. Tusimwache peke yake, heri afuatane nasi mpaka mwisho wa safari yetu. Ingawa yeye si hodari, lakini hatuna budi kumpa sehemu ndogo ya mali tutakayochuma."

VI

Basi wale wengine wawili wakakubali shauri hili, kwa hiyo wote wanne wakafuatana pamoja. Njia yao iliongoza porini. Walipokuwa katikati ya pori, wakaona mifupa na ngozi ya simba aliyekufa.

IV

V

VI

VII

Mmoja miongoni mwa wale waliokuwa na maarifa mengi akasema, "Sasa na tuonyeshe uhodari wetu, zaidi katika mambo ya uganga. Na tumfanye simba huyu kuwa hai tena kama kwanza. Mimi nitaiweka mifupa yake yote mahali pake kama alipokuwa hai."

VIII

Mtu wa pili akasema, "Mimi nitamtia nyama, damu na ngozi nzuri."

Mtu wa tatu akasema, "Vizuri sana. Kama mtafanya hivyo, basi mimi nitamrudishia uzima wake."

IX

Mtu wa nne, ambaye hakuwa na maarifa mengi, lakini alikuwa na hekima, akawaambia, "Ngojeni kwanza! Kama mtamfanya simba huyu kuwa hai kama kwanza, bila shaka atatuua." Lakini wale wengine wakamwambia, "wewe ni mjinga, hatuwezi kuyashika maneno yako. Lazima tutumie maarifa yetu."

Yule mtu akawajibu, "Vema, lakini kabla hamjaanza kazi yenu, tafadhalini ningojeni nipande juu ya mti kwanza."

Basi akapanda juu ya mwembe uliokuwa karibu pale.

VII

VIII

IX

X

Mtu wa kwanza akaiweka mifupa yote mahali pake. Mtu wa pili akaitia nyama na ngozi nzuri. Mtu wa tatu akamtia uhai.

XI

Pale pale yule simba akawa mzima, tena mkali sana. Akasimama na kuwaua wale watatu mara moja. Ukawa ndio mwisho wa maarifa yao.

XII

Yule mwenzao aliyekuwa na hekima alitulia kimya juu ya ule mwembe mpaka simba alipokwisha ondoka na kwenda zake moja kwa moja. Kisha akashuka na kurudi kwao.

X

XI

XII

Step 1
Hatua ya 1 Drills on the use of 'KA' tense.

1. Repetition Drill

a. Alikwenda akalala nyumbani.

ingia, ngoja, kaa

b. Nendeni mkachome majani.

leta, chukua, peleka

c. Kamwambie atusaidie.

omba, shawishi

d. Mama amerudi ili akakaange nyama.

nunua, leta, choma.

e. Tazama, Usije ukawapiga watoto.

adhibu, umiza, dhuru

f. Alimtafuta akamkosa.

pata, ona, kamata

2. Substitution Drill

a. akawaamuru
Alikwenda ---------- wasilale.
Alikwenda akawaamuru wasilale.

ambia, omba, shauri

b. wakaukata
Walichukua kisu --------- mti.
Walichukua kisu wakaukata mti.

angusha, katakata

c. mkawasalimie
Nendeni ---------- wenzenu.
Nendeni mkawasalimie wenzenu.

tembelea, saidia, fundisha

d. Kamwamrishe
---------- aondoke.
Kamwamrishe aondoke.

lazimisha, omba

e. akachelewa.
Mwambie asije ----------.
Mwambie asije akachelewa.

ngoja, linda zamu, vunja sheria

f. asifaulu
Alijaribu sana --------.
Alijaribu sana asifaulu.

shinda, pita mtihani

Step 2
Hatua ya 2 Language clab session (if applicable)

This will be a 10 to 15 minute session in the clab after the drills. In the clab use will be made of the story and pattern drill.

3RD PERIOD	PATTERN DRILL I	LESSON 73
KIPINDI CHA 3	MAZOEZI	SOMO LA 73

Step 3
Hatua ya 3 **Homework assignment**

Read and learn the story in order to be able to retell it.

4TH PERIOD (First hour in the morning) LESSON 73

KIPINDI CHA 4 SOMO LA 73

Step 1
Hatua ya 1 Recitation of the Story

Step 2
Hatua ya 2 Any idioms or special expressions arising out of the story will be discussed and practiced. The choice of these will depend upon the general ability of the particular class.

5TH PERIOD | RECOMBINATION DRILL | LESSON 73

KIPINDI CHA 5 | MAZOEZI | SOMO LA 73

Note: If facilities are available, part of this period can be scheduled for a language clab session.

a. Alikuita akakuambia nini?
Aliniita akaniambia nisiende.

amrisha, lazimisha, omba

b. Walipokukamata ulifanyaje?
Niliwasihi wakaniachilia.

hurumia, samehe

c. Mbona walimfunga mtu yule?
Walimfunga asije akawapiga.

chokoza, shambulia, teka

d. Ulimtafuta kwa muda mrefu?
Ndio, nilimtafuta nisimwone.

pata, kuta

e. Ulimwambiaje mtoto?
Nilimwambia akamtazame ndugu yake.

salimia, ona, fundisha

f. Aliwashika akawapiga?
Ndio, aliwashika akawapiga.

funga, onya, chokoza

g. Mama atakutuma wapi?
Atanituma nikapeleke shoka.

leta, nunua, tafuta

h. Kijana aliyechaguliwa yuko wapi?
Yuko hapa.

kiti, mananasi, vikombe

i. Unaogopa nini?
Ninaogopa nisije nikaanguka.

chelewa, umia, adhibiwa

j. Waliondoka wakaenda zao?
Ndio, walienda zao.

safiri, tulia, choma mali

k. Hatuna budi kufuatana naye?
Ndio yatupasa kufuatana naye.

saidiana, shirikiana, tumia maarifa

6TH PERIOD

KIPINDI CHA 6

LESSON 73

SOMO LA 73

This period will be devoted to short comprehension exercises based on taped material.

Comprehension will be checked by means of True - False statements or Multiple Choice answers. In some cases the students will be asked to give the English equivalent of what was said on the tape.

I. LANGUAGE STRUCTURE

The KA tense

1. This tense is often called a narrative tense as it occurs in story telling and narrations. It is a past tense, substituting for the LI tense and the conjunction 'na'. Compare the following two sentences:

   a. Alikwenda mjini na alimkuta rafiki yake, na alimwambia habari zote na rafiki alifurahi.

   b. Alikwenda mjini, akamkuta rafiki yake, akamwambia habari zote, rafiki akafurahi.

   The above two sentences mean the same thing, namely: "He went into town and met his friend, and then he told him all the news, and then the friend was glad." You will notice that in the second one the repetition "and then" is eliminated, and with the help of the KA tense we get a much smoother and more idiomatic expression. Watch for the use of the KA tense in all your reading from now on.

2. There is another use of this tense, and that is with the subjunctive form to express the idea of "go and." e.g.

   Tuliwaambia wakanunue chakula mjini.
   (We told them to go and buy food in town)

   Often the verb "go" is understood, as we also noted in the above sentence. In ordinary speech there are shortened forms as well. Note the following:-
   e.g.

   Nenda ukampe chakula.
   (Go and give him food.)

   This can be shortened by omitting 'nenda' as being understood:
   e.g.

   Ukampe chakula. or Kampe chakula.

There is no exact equivalent of the KA tense in the negative, but the negative subjunctive can be used to express the idea:-
e.g.

Alikwenda kutafuta kazi asipate.
(He went to look for work and didn't find any.)

II. CULTURAL NOTE

Fables and folk tales, especially involving animals, are used to teach many truths, and sometimes to express the Africans' philosophy. It therefore pays to take a closer look at such stories. The animals and other creatures are personalized, and sometimes by their characteristics portray certain types or personalities. For instance, the hare or rabbit is always the clever one who outwits the others, the hyena is the cowardly one, and so on.

SWAHILI BASIC COURSE

LESSON 74

VOLUME VI

KITABU CHA VI

BLUE PRINT

LESSON 74

SOMO LA 74

1. LANGUAGE STRUCTURE

a. The Relative Pronoun with negative tenses.

Refer to Generalization for explanation of structural features of this lesson.

2. CONTENT STRUCTURE

a. Situational Setting: Series of scenes from a folk tale: "Rats to Rats."

b. Cultural note: None

c. Lexical Items:

afadhali	(rather, preferably)
dini	(religion, creed)
funika	(to cover)
fukua	(to dig out)
kaa raha mstarehe	(to live in perfect comfort and peace.)
kupita kiasi	(beyond measure)
mgongo (mi)	(back, backbone of man or animal)
mtawa	(hermit, recluse)
mwewe	(hawk)
papasa	(stroke, rub lightly)
ponyoka	(to slip)
sali	(pray)
ujumbe	(message)
unyevunyevu	(dampness)

1ST PERIOD | PERCEPTION DRILLS | LESSON 74

KIPINDI CHA KWANZA | MAZOEZI | SOMO LA 74

Note: Refer to Generalization for explanation of structural features of this lesson.

Step 1
Hatua ya 1 Auditory perception and comprehension

Step 2
Hatua ya 2 Oral production of minimum utterances.

1. Drills using the Relative Pronoun with Negative tenses:-

a. Ambaye hapendi
Ambao hawapendi

b. Ambaye hakufika
Ambao hawakufika

c. Ambaye hatasoma
Ambao hawatasoma

d. Ambaye hajaleta
Ambao hawajaleta

e. Ambaye asingesoma
Ambao wasingesoma

f. Ambacho hakifai
Ambavyo havifai

2. Drills using new expressions:-

a. Aliponyokwa
Aliponyokwa na panya
Mwewe aliponyokwa na panya.

b. Kupita kiasi
Joto kali kupita kiasi
Jua lina joto kupita kiasi

c. Unyevunyevu
Wingu lina unyevunyevu
Wingu jeusi lina unyevunyevu.

d. Kuliko
Mkuu kuliko yeye
Mkuu zaidi kuliko yeye

e. Mstarehe
Raha mstarehe
Wakakaa raha mstarehe

f. Usemayo
Hayo usemayo
Hayo usemayo ni sheria

g. Wakati mwingi
Aliyetumia wakati mwingi
Aliyetumia wakati mwingi katika kusali

h. Mtawa
Mtawa alisoma vitabu vya dini
Mtawa alimwabudu Mungu

i. Kufukua
Panya huweza kufukua
Mlima akamjibu, "Panya huweza kunifukua."
"Panya huweza kunifukua na kuchimba shimo ndani yangu."

2ND PERIOD | SWAHILI NARRATIVE | LESSON 74

KIPINDI CHA PILI | SOMO LA 74

PANYA KWA PANYA

I

Karibu na mto mmoja palikuwa na mtawa mmoja aliyetumia wakati wake mwingi katika kusali, kusoma vitabu vya dini na kumwabudu Mungu mchana na usiku. Kila siku alikuwa akioga katika mto ule.

Siku moja, mara baada ya kumaliza kuoga, mwewe mmoja aliponyokwa na mtoto wa panya, naye akaangukia juu ya mgongo wa yule mtawa. Lakini yeye akamchukua na kumpapasa polepole.

II

Kisha baada ya kufanya uganga wake, akamgeuza yule panya kuwa mtoto mwanamke. Akamchukua mpaka nyumbani kwake, akampa mkewe. Mkewe alifurahi mno kwa sababu hawakuwa na mtoto hata mmoja.

III

Basi msichana yule alipokuwa mkubwa, yule mkewe mtawa akasema, "Mume wangu, yafaa sasa huyu binti yetu aolewe. Huna budi kumtafutia mume."

Mumewe akamjibu, "Hayo usemayo ni sheria; nimeyakubali kabisa. Naye amekwisha fundishwa yote yampasayo msichana kuyajua. Aweza kupika chakula, kutunza nyumba, kushona na mengine mengi. Pia anajua kusoma na kuimba na kuhesabu. Sasa wakati wake wa kuolewa umekwisha fika, lakini twataka awe na mume mwema kwa kila neno. Afadhali tumwoze Jua."

I

II

III

IV

Basi yule mtawa akapeleka ujumbe kwa Jua, nalo mara likaja. Likamwambia, "Kwa nini umeniita?"

Yule mtawa akajibu, "Nimekuita kukuuliza kama utapenda kumwoa binti yetu."

Basi Jua likakubali kwa furaha. Kisha yule mtawa akamwita yule kijana mwanamke na kumwuliza kama atapenda kuolewa na Jua.

Yule kijana akajibu, "La, baba sitaki. Yeye ana joto kali mno kupita kiasi. Siwezi kuolewa naye. Tafadhali nichagulie mume aliye mkuu zaidi kuliko Jua."

V

Basi yule mtawa akaliuliza Jua nani aliye mkuu zaidi kuliko yeye. Jua likamjibu, "Wingu ni mkuu kuliko mimi, maana likiufunika uso wangu, hufichwa juu ya uso wa dunia."

Basi Wingu likapelekewa habari. Yule msichana alipoulizwa kama atakubali kuolewa na Wingu, akasema, "La, sitaki. Wingu ni jeusi sana tena lina unyevunyevu. Simpendi mume huyo hata kidogo."

VI

Basi yule mtawa akaliuliza Wingu ni nani aliye mkuu zaidi kuliko yeye. Wingu likamjibu, "Ni Upepo. Yeye ni mkuu zaidi kuliko mimi kwa sababu anapokasirika na kuvuma, hunifukuza na kunitawanyatawanya."

Basi yule mtawa akauita Upepo, akauuliza kama utapenda kumwoa binti yake. Lakini yule kijana mwanamke akakataa katakata kuolewa na Upepo. Akasema, "Sitaki kuolewa na Upepo, maana mtu hawezi kumjua mahali alipo. Nitafutie mume mwingine aliye mkuu zaidi kuliko yeye."

IV

V

VI

VII

Yule mtawa akauuliza Upepo, "Je, yuko mwingine aliye mkuu zaidi kuliko wewe?"

Upepo ukamjibu, "Ndiyo, bwana, Mlima ni mkuu zaidi kuliko mimi kwa sababu ninapovuma kwa nguvu, siwezi kumwa-ngusha."

Yule mtawa akamwuliza yule kijana mwanamke kama atapenda kuolewa na Mlima. Lakini yeye alikataa sana, akamwambia, "Ha-pana, baba; yeye ana moyo wa jiwe!"

VIII

Basi yule mtawa akauuliza Mlima kama yuko mwingine aliye mkuu zaidi. Mlima ukamjibu, "Panya ni mkuu zaidi kuliko mimi kwa sababu huweza kunifukua na kuchimba shimo ndani yangu. Nashindwa kumzuia."

Basi panya akaitwa, na yule kijana alipomwona, aka-mwambia baba yake, "Baba, kama utanigeuza kuwa panya, nita-kubali kuolewa naye, nami nina hakika tutakuwa na furaha nyumbani mwetu."

IX

Basi yule mtawa akamgeuza yule kijana mwanamke kuwa panya, naye akaolewa na yule panya mwingine. Wakakaa raha mstarehe mpaka mwisho wa maisha yao.

VII

VIII

IX

3RD PERIOD | PATTERN DRILL I | LESSON 74

KIPINDI CHA 3 | MAZOEZI | SOMO LA 74

Step 1
Hatua ya 1

1. Repetition Drill

a. Mtu ambaye hana hekima amerudi.
Mtu ambaye hana hekima amerudi.

watu, wafalme, Sultani.

b. Vitu ambavyo havileti faida vitaondolewa.
Vitu ambavyo havileti faidi vitaondolewa.

kitu, mgahawa, duka

c. Kiumbe ambacho hakitakufa.
Kiumbe ambacho hakitakufa.

watu, mimea, mti

d. Ngozi ambayo haikauki si nzuri.
Ngozi ambayo haikauki si nzuri.

ngozi (pl), koti, viatu

e. Kijana ambaye hatulii atapigwa.
Kijana ambaye hatulii atapigwa.

vijana, mtoto, mbwa

f. Vitu ambavyo havifai vitarudishwa.
Vitu ambavyo havifai vitarudishwa.

tumia, uza, pendeza.

2. Substitution Drill

a. kazi
Wamepewa ---- ambayo haitoshi.
Wamepewa kazi ambayo haitoshi.

chakula, maji, nguo

b. Kitabu
------ ambacho hakikupatikana si changu.
Kitabu ambacho hakikupatikana si changu.

mtoto, vyombo, mzigo.

c. hawatakula
Wale ambao ---------- watakufa.
Wale ambao hawatakula watakufa.

jificha, toroka, pigwa sindano.

d. Mikate
------ ambayo inaanguka itaokotwa.
Mikate ambayo inaanguka itaokotwa.

vikapu, matunda, ua

e. Motokaa
------- ambayo haiendi itatengenezwa.
Motokaa ambayo haiendi itatengenezwa.

gari, magari, eroplani (pl)

f. hawako
Wale ambao ------ hawahesabiwi.
Wale ambao hawako hawahesabiwi.

kuja, fanya kazi, lima

Step 2
Hatua ya 2 Language clab session (if applicable)

After the drills there will be a 20 minute clab session, during which the students will listen to the story.

Step 3
Hatua ya 3 Homework assignment

Read and learn the story in order to be able to retell it.

4TH PERIOD (First hour in the morning) LESSON 74

KIPINDI CHA 4 SOMO LA 74

Step 1
Hatua ya 1 Retelling of the story

Step 2
Hatua ya 2 Any idioms or special expressions arising out of the story will be discussed and practiced. The choice of these will depend upon the general ability of the particular class.

5TH PERIOD | DRILLS | LESSON 74

KIPINDI CHA 5 | MAZOEZI | SOMO LA 74

Note: If facilities are available, part of this period can be scheduled for a language clab session.

Step 1
Hatua ya 1 Patterned response drill

a. 1st: Wageni ambao walifika wako wapi?
2nd: Wako hapa.

mtu, mizigo, gari

b. 1st: Umeleta vibuyu ambavyo havikusafishwa?
2nd: Ndio, nimevileta.

kisu, nguo, msumeno

c. 1st: Meza ambayo ilivunjika iko wapi?
2nd: Iko hapa.

mkuki, mishale, sahani

d. 1st: Maji ambayo yalimwagika yalitoka wapi?
2nd: Yalitoka pale.

unga, maziwa.

e. 1st: Watu ambao hawatarudi watakaa wapi?
2nd: Watakaa mgahawani.

pumzika, fanya kazi, cheza

Step 2
Hatua ya 2 Recombination drill

a. Watu ambao hawaridhiki watafungwa?
Ndio, watafungwa.

tii, tosheka, lala

b. Vitu ambavyo havikuhesabiwa vimerudishwa?
La, havijarudishwa.

mateka, misumari, pesa

c. Motokaa ambazo zilipinduka ziliharibika?
La, hazikuharibika.

gongana, anguka

d. Kalamu ambayo ilivunjika ni yako?
La, si yangu.

viti, mlango

e. Wanafunzi ambao walifaulu wameondoka?
La, hawajaondoka.

motokaa, vijana, mtoto

f. Mtawa ambaye hasali anafanya nini?
Mtawa ambaye hasali anasoma vitabu.

walimu, mvulana

g. Vitabu ambavyo vinasomwa ni vya dini?
Ndio, ni vya dini.

gazeti, maelezo

h. Yule ni msichana ambaye hataki kutunza nyumba?
Ndiye yeye.

kasirika,kaa, raha, mstarehe

6TH PERIOD

KIPINDI CHA 6

LESSON 74

SOMO LA 74

This period will be devoted to short comprehension exercises based on taped material.

Comprehension will be checked by means of True - False statements or Multiple Choice answers. In some cases the students will be asked to give the English equivalent of what was said on the tape.

I. LANGUAGE STRUCTURE

In lesson 72 you learned how to use the word AMBA plus the relative pronoun. You learned that AMBA could be used with various tenses in the affirmative, and mention was made of its use with the negative. In this lesson we will concentrate on its use with negative tenses:

Pres.	Ambaye hasomi.	He who doesn't read.
Past.	Ambaye hakusoma.	He who didn't read.
Fut.	Ambaye hatasoma.	He who will not read.
Perf.	Ambaye hajasoma.	He who has not read.

Conditional Tenses:

Ambaye hangeweza or	He who would not be able.
Ambaye asingeweza	He who would not be able.
Ambaye hangaliweza	He who would not have been able.
or	
Ambaye asingaliweza	He who would not have been able.

With nouns of other classes, the same construction is followed:

e.g. Kitu ambacho hakifai - The thing which is not suitable.

Kitu ambacho hakikufaa - The thing which was not suitable.

Kitu ambacho hakitafaa - The thing which will not be suitable.

SWAHILI BASIC COURSE

LESSON 75

1. LANGUAGE STRUCTURE

a. The relative pronoun with the Verb "To Be".

b. The relative pronoun with the indefinite time, affirmative and negative.

Refer to Generalization for explanation of structural features of this lesson.

2. CONTENT STRUCTURE

a. Situational Setting: Series of scenes from folk tale: "The Goat, the Leopard, and the Frog."

b. Cultural Note: None

c. Lexical Items:

-bichi	(unripe, green)
chura (pl. = vyura)	(frog)
epuka	(avoid, separate from)
jiepusha	(keep oneself from)
jilaza	(lay oneself down)
koroma (ku)	(snort)
kuna (ku)	(scratch)
kwa kasi	(speedily, hastily)
kwato	(hoof)
ladha (n.)	(taste)
machukio	(anger, hate)
magoti	(knees)
kwenda kwa maringo	(walk with a swagger)
mbingu	(sky, heaven)
mkia (mi)	(tail)
mradi	(plan, intention)
mshangao (mi)	(alarm, amazement)
mustarehe	(comfortably settled)
ncha	(point, tip)
nyie watu	(you people)
nyufa za macho	(slits of eyes)
piga teke (ku)	(kick)

c. Lexical items continued:

shibisha	(fill up - feed to satisfaction)
shughulika	(be occupied)
tetemeka	(tremble)
tikisa	(shake)
thubutu	(dare)
utosi (pl. = tosi)	(crown of head)
ukingo (pl. = kingo)	(bank, edge - river)
utomvu	(sap, juice)

1ST PERIOD | PERCEPTION DRILLS | LESSON 75

KIPINDI CHA KWANZA | MAZOEZI | SOMO LA 75

Note: Refer to the Generalization for explanation of structural features of this lesson.

Step 1
Hatua ya 1 Auditory perception and comprehension

Step 2
Hatua ya 2 Oral production of minimum utterances

1. Drills on Relative pronoun with the Verb "To Be".

   a. Aliye mrefu
      Asiye mrefu

   b. Kitu kilicho kizuri
      Kitu kisicho kizuri

   c. Tulio walimu
      Tusio walimu

   d. Nguo zilizo mpya
      Nguo zisizo mpya

   e. Mkulima aliyekuwa hodari
      Mtawa atakayekuwa mwema

2. Drills on Relative particle with indefinite time.

   a. Mtu aletaye
      Watu waletao

   b. Kitu upendacho
      Vitu upendavyo

   c. Tunda lipendezalo
      Matunda yapendezayo

   d. Sahani ivunjikayo
      Sahani zivunjikazo

3. Drills using new expressions.

   a. Majani mabichi
      Majani mabichi na yenye utomvu
      Majani mabichi katika kingo za mto.

   b. Maringo
      Kwenda kwa maringo
      Chui alikuja akienda kwa maringo

c. Alipiga teke kwa miguu
Alipiga teke kwa miguu ya mbele
Alipiga teke kwa miguu ya nyuma

d. Alikuna
Alikuna magoti
Alikuna magoti kwa meno yake

e. Mustarehe
Alikaa mustarehe
Chui alikaa mustarehe katika miguu yake

f. Alikuwa mradi
Alikuwa mradi haondoi macho yake
Alikuwa mradi haondoi macho yake kwa chui

g. Hajui la kufanya
Hajui la kusema
Hakujua la kufanya
Hakujua la kusema

h. Ufa wa jicho
Nyufa za macho
Aliwaangalia katika nyufa za macho

i. Alitetemeka
Alitetemeka kwa woga
Sauti ilitetemeka kwa woga

j. Aliepuka hatari
Chura alijiepusha
Alijiepusha taratibu
Alijiepusha taratibu kama alivyoweza.

I

Siku moja Bwana Mbuzi alikuwa akila majani katika kingo za mto ambamo majani yalikuwa mabichi, mazito na yenye utomvu. Alifurahi sana.

Bwana Chui alikuja akienda kwa maringo sana, akamwita: "Bwana Mbuzi, unafanya nini huko?" Bwana Mbuzi alitazama kwa mshangao: "Kwa nini? Ninakula majani mazuri yenye utomvu. Yapendeza. Njoo ule kidogo."

Bwana Chui alikoroma kwa machukio: "Kula mwenyewe, Bwana Mbuzi, kula majani, ukiisha kushibisha tumbo lako vema, nitakula wewe, utakuwa na ladha nzuri kama ile uionayo katika majani."

II

Bwana Mbuzi hakujua la kufanya. Alitazama mbinguni, chini duniani, na kila pembe apate kuona kama kuna msaada wowote wa kupatikana, asione kitu. Alitikisa mkia wake mdogo, akajaribu kutafuna majani, lakini alitetemeka sana hata hakuweza kuyauma. Alipiga teke kwa miguu yake ya mbele, lakini hakuna msaada uliokuja; alipiga teke kwa miguu yake ya nyuma, lakini pia hakuna msaada ujao. Alikuna magoti yake kwa meno yake, naye aliweza kusikia maji yakinguruma ndani ya tumbo lake.

III

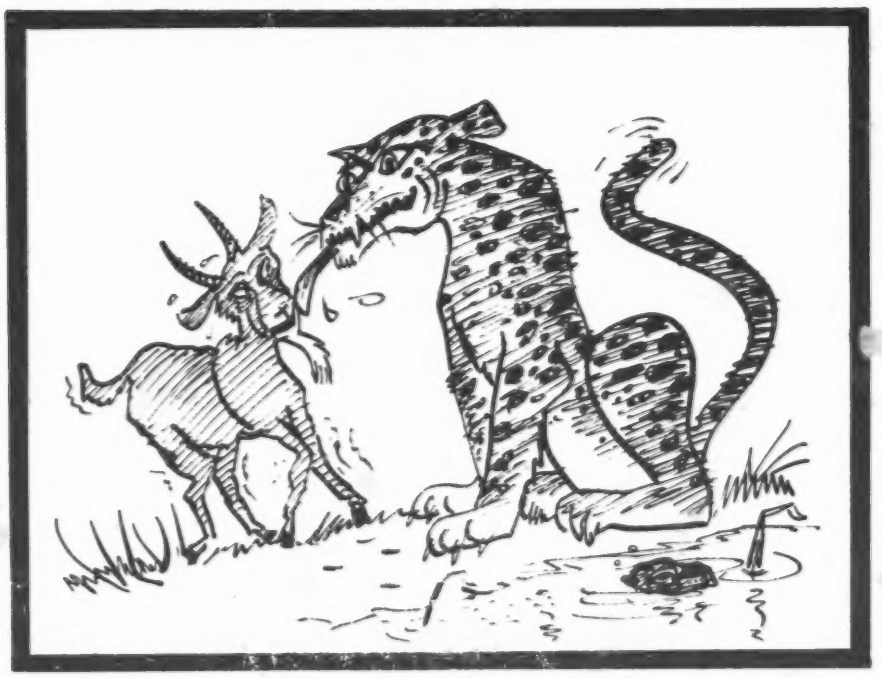
Bwana Chui alikaa mustarehe katika miguu yake, wala hakumwondolea macho yake Bwana Mbuzi kabisa. Bwana Mbuzi alitaka kujilaza chini, lakini hathubutu, alitamani kugeuka, lakini hathubutu. Alikuwa mradi haondoi macho yake kwa Bwana Chui.

Fikira za Bwana Mbuzi zilikimbizana kwa upesi toka kwenye kwato zake mpaka utosi wa kichwa chake, kujaribu kutunga ni sehemu yake ipi Bwana Chui ataanzia, na namna atakavyomla.

I

II

III



IV

Bwana Chui akasema: "Utamaliza lini kula majani yako, ili niweze kukula?"

Kabla Bwana Mbuzi hajaweza kumjibu mzee mmoja wa chura mwema alitokea mtoni akaruka juu ya ukingo. Aliuliza: "Nyie watu mnasema nini hapa?" Bwana Chui akasema: "Ndiyo, nilikuja nikamkuta Bwana Mbuzi anakula majani, nikamwambia kuwa aishapo kula majani yake nami nitamla."

V

Bwana Chura akasema: "Ndiyo hasa, ndiyo, mle, na ukiisha kumla, nitakula wewe. Hii ni haki kabisa, ama sivyo, Bwana Mbuzi?"

Sauti ya Bwana Mbuzi ilitetemeka kwa woga, akasema: "Ndiyo, bwana, ndiyo Bwana Chura; itakuwa haki kabisa." Bwana Chui alitazama kila upande naye hakuweza kufikiri la kusema. Alitazama kila upande, akiwaangalia Bwana Mbuzi na Bwana Chura katika nyufa za macho yake.

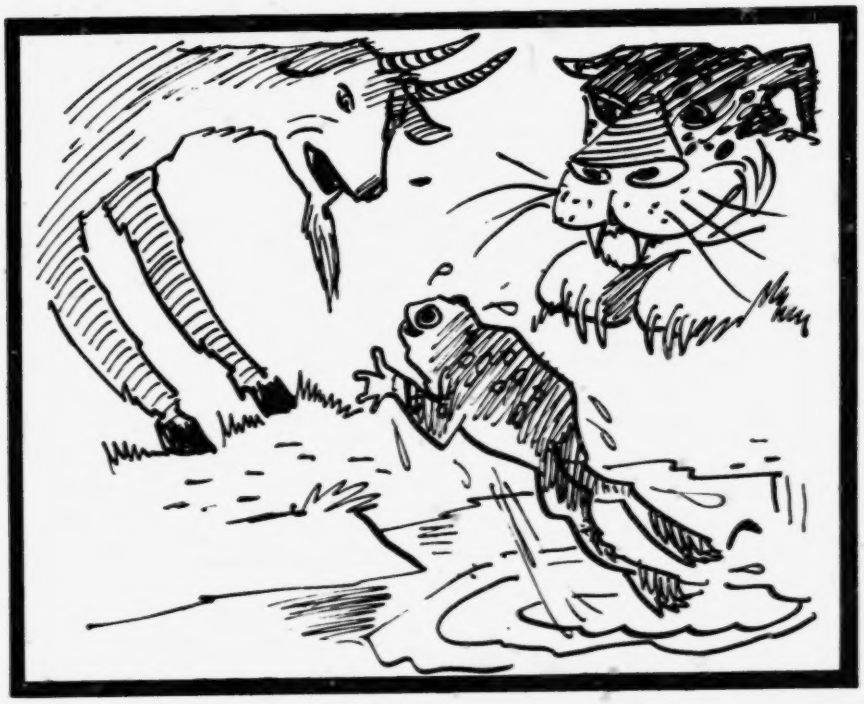
VI

Bwana Chura na Bwana Mbuzi walizidi kuendelea kuzungumza kwa furaha. Bwana Chui alipoona kuwa wameshughulika sana wala hawawezi kumwangalia, alijiepusha taratibu kama alivyoweza, na akakimbia kwa kasi sana.

Mara Bwana Chura na Bwana Mbuzi waligeuka wakasema: "Yuko wapi Bwana Chui? Sikumwona akienda." Walimtafuta mahali pote, lakini hawakumwona hata ncha ya mkia wake. Walimwita, lakini hakuitika.

Basi hivyo ndivyo Bwana Chura alivyookoa maisha ya Bwana Mbuzi akamzuia Bwana Chui asimwue. Hivyo ndivyo marafiki wawezavyo kusaidiana kama vile na Bwana Chura alivyomsaidia Bwana Mbuzi.

IV



V

VI

3RD PERIOD | PATTERN DRILL I | LESSON 75

KIPINDI CHA 3 | MAZOEZI | SOMO LA 75

Step 1
Hatua ya 1

1. Repetition and Substitution drills

a. Simama karibu na mti ulio mrefu.

miti, mtu, mwanafunzi, daraja

b. Karani aliye Mkikuyu aliandika kitabu.

Bwana, mimi, waziri, wewe

c. Nilinunua vitabu vilivyo ghali.

kiti, nyumba, kitabu, milango, matunda

d. Mtu asiye tajiri hawezi kununua nyumba.

watu, mimi, mkulima, wewe, ninyi

e. Macho yaliyo mazuri yanaweza kuona mbali.

vitu, vyote, maandiko

f. Mtumishi atorokaye hawezi kupata kazi tena.

mwalimu, watu, mvuvi, wenyeji, waashi

Step 2
Hatua ya 2

1. Homework: Preparation of the story for retelling.

4TH PERIOD (First Hour in the morning) LESSON 75

KIPINDI CHA 4 SOMO LA 75

Step 1
Hatua ya 1 Recitation of the Story

Step 2
Hatua ya 2 Any idioms or special expressions arising out of the story will be discussed and practiced. The choice of these will depend upon the general ability of the particular class.

5TH PERIOD | RECOMBINATION DRILLS | LESSON 75

KIPINDI CHA 5 | MAZOEZI | SOMO LA 75

Step 1
Hatua ya 1

1. Repetition of phrases from the stories, showing use of the Relative Pronoun.

   a. Utakuwa na bahati nzuri kama ile uionayo sasa.

   b. Hakuna msaada ujao.

   c. Aishapo kula majani yake nitamla.

   d. Hivyo ndivyo marafiki wawezavyo kusaidiana.

   e. Hapo kale palikuwa na watu watatu waliokuwa marafiki.

   f. Wakaona mifupa na ngozi ya simba aliyekufa.

   g. Akapanda juu ya mwembe uliokuwa karibu pale.

   h. Nichagulie mume aliye mkuu kuliko Jua.

   i. Mtu hawezi kujua mahali alipo.

   j. Usimdhuru mbwa aliye rafiki ya watu.

   k. Hatuna budi kumpa sehemu ndogo ya mali tutakayochuma.

   l. Mmoja miongoni mwa wale waliokuwa na maarifa mengi akasema, "Tuonyeshe uhodari wetu."

   m. Hayo usemayo ni sheria.

   n. Amekwisha fundishwa yote yampasayo msichana kuyajua.

Step 2
Hatua ya 2

The above phrases may be given at random in English, to check the student's ability and and speed in giving the Swahili equivalent.

6TH PERIOD

KIPINDI CHA 6

LESSON 75

SOMO LA 75

This period will be devoted to short comprehension exercises based on taped material.

Comprehension will be checked by means of True - False statements or Multiple Choice answers. In some cases the students will be asked to give the English equivalent of what was said on the tape.

I. LANGUAGE STRUCTURE

1. Verb "To Be" - KUWA with the relative pronouns.

a. Note that in the present tense there are irregularities. An old form "LI" (which is not to be confused with the past tense sign "LI") is used only in conjunction with the relative pronouns. Thus we get:

(mimi)	niliye	=	I who am
(wewe)	uliye	=	You who are
(yeye)	aliye	=	He who is
(sisi)	tulio	=	We who are
(ninyi)	mlio	=	You who are (pl.)
(wao)	walio	=	They who are

b. In the other noun classes the same pattern is followed.

Mti ulio mrefu.	=	The tree which is tall.
Miti iliyo mirefu.		The trees which are tall.
Kitu kilicho kizuri	=	The thing which is good.
Vitu vilivyo vizuri	=	The things which are good.
Nyumba iliyo mpya.	=	The house which is new.
Nyumba zilizo mpya.	=	The houses which are new.
Tunda lililo tamu.	=	The fruit which is sweet.
Matunda yaliyo matamu	=	The fruits which are sweet.
Mahali palipo pazuri.	=	The place which is nice.

c. The negative form of the above is achieved simply by substituting "si" for "li". Thus:-

Affirm:	Niliye tajiri	=	I who am rich.
Neg:	Nisiye tajiri	=	I who am not rich.
Affirm:	Kitu kilicho rahisi	=	The thing which is easy
Neg:	Kitu kisicho rahisi	=	The thing which is not easy.

d. Note that this form of the Verb "To Be" is used in the concept of denoting existence, state or condition, and not in the sense of an auxiliary verb.

e.g. Let's look at the following two sentences in English.

1. The man who <u>is</u> good. (main verb)

2. The man who <u>is</u> eating. (auxiliary)

In Swahili these two sentences would be rendered differently. Study the differences carefully.

1. Mtu aliye mwema.
   Verb "To Be" with the relative expressing the state or condition of being good.

2. Mtu anayekula.
   Here the present tense sign NA is used with the relative pronoun. The verb is "to eat."

2. In all other tenses the verb "Kuwa" is used regularly like any other monosyllabic verb.

Affirmative:	e.g.	Past:	Mtu aliyekuwa mwema.
		Fut:	Mtu atakayekuwa mwema.
Negative:		Past:	Mtu ambaye hakuwa mwema.
		Fut:	Mtu ambaye hatakuwa mwema.

3. The relative particle is used <u>as an ending</u> with the <u>irregular</u> form of the verb "To Be" only in the <u>present tense.</u> Similarly, it can be used with other verbs as well. Note that only the subject prefix without a tense sign is used because it does not define time.

e.g. Hayo usemayo - What you say
Fanya upendavyo - Do as you wish
Nitafanya niwezavyo- I'll do as I can

For practical purposes it can be regarded as a short form of the previously learned longer form with the "NA" tense. See the comparative table below:-

	Long Form	Short Form
Mtu Watu	anayepita wanaopita	apitaye wapitao
Mkuki Mikuki	unaopendeza inayopendeza	upendezao ipendezayo
Kisu Visu	kinachokata vinavyokata	kikatacho vikatavyo
Kazi Kazi	inayolipwa zinazolipwa	ilipwayo zilipwazo
Tunda Matunda	linalooza yanayooza	liozalo yaozayo

In the negative the relative particle is not an ending, but is attached to the negative particle "si". This again is done only in the present tense. If in doubt, use "amba" with negative forms.

e.g. Affirmative		Negative
atakaye		asiyetaka
	or	ambaye hataki
kipendezacho		kisichopendeza
	or	ambacho hakipendezi

SWAHILI BASIC COURSE

LESSON 76

1. LANGUAGE STRUCTURE

a. The relative pronoun with the Verb "To Have."

Refer to Generalization for explanation of structural features of this lesson.

2. CONTENT STRUCTURE

a. Situational Setting: Series of scenes from a folk tale: "Man and the Leopard".

b. Cultural Note: None

c. Lexical Items:

ajali	(accident, also fate, destiny, appointed end)
Alhamdulilahi	(Allah be praised!)
chinja	(butcher, kill)
chui	(leopard)
dhuru	(hurt, harm)
elewa	(comprehend)
fadhili	(kindness, favor)
hasira	(anger)
hasha!	(certainly not!)
hurumia	(have pity or mercy)
kamwe	(never - always used with negative preceding - "Singethubutu kamwe".)
kawaida	(habit, custom)
kisa (vi)	(story)
kivuli	(shade)
kiumbe	(creature)
kokotea	(haul for, drag for)
lia (ku)	(cry)
makaa	(coal)
maulana	(Lord, master)
mpumbavu	(fool, dupe)
mwembe	(mango tree)
naswa	(get caught)
ndipo	(there and then)

nguruma (ku)	(growl, roar)
nung'unika	(grumble, complain)
sihi	(plead, beg)
tatanisha	(complicate, puzzle)
udhia	(trouble, annoyance)

1ST PERIOD | PERCEPTION DRILLS | LESSON 76

KIPINDI CHA KWANZA | MAZOEZI | SOMO LA 76

Note: Refer to Generalization for explanation of structural features of this lesson.

Step 1
Hatua ya 1 Auditory perception and comprehension

Step 2
Hatua ya 2 Oral production of minimum utterances

1. Drills using the Relative Pronoun with the Verb "To Have."

   a. Mtu anaye watoto
      Watu wanao watoto

   b. Mtu aliye na watoto
      Watu walio na watoto

   c. Askari ambaye hana kibuyu
      Wapelelezi ambao hawana kiongozi

   d. Mlinzi atakayekuwa na bunduki
      Vijana watakaokuwa na vitabu

   e. Mwandishi aliyekuwa na kalamu
      Wafalme waliokuwa na nchi

2. Drills using new expressions

   a. Alinaswa
      Alinaswa katika mtego
      Mtego uliokuwa kama sanduku
      Alinaswa katika mtego uliokuwa kama sanduku

   b. Kamwe
      Singethubutu kamwe
      Singeelewa kamwe

c. Akajaribu kumsihi
Akajaribu kumsihi asimdhuru

d. Kumlipa mwenzio mabaya
Kumlipa mwenzio mabaya kwa mema
Kumlipa mwenzio mabaya kwa fadhili

e. Kukokota magari
Kuwakokotea magari

f. Hayo yaliyokupata
Ndiyo hali ya dunia
Hayo yaliyokupata leo ndiyo hali ya dunia

g. Kivuli changu
Wanadamu huja chini ya kivuli changu
Wanadamu huja chini ya kivuli changu kupumzika

I

Safari moja chui mmoja mkubwa tena mkali sana alinaswa katika mtego mkubwa uliokuwa kama sanduku. Akawamo ndani yake akinguruma na kurukaruka huko na huko akitafuta njia ya kutokea nje lakini asifaulu hata kidogo.

II

Kwa bahati akaja mtu mmoja pale pale karibu na ule mtego. Yule chui alipomwona akamwambia yule mtu. "Tafadhali sana nifungulie mlango wa mtego huu, bwana mkubwa!" Yule mtu akajibu akamwambia, "La, la, la rafiki yangu, ukitoka humo humo utanirukia na kunila." Chui akasema, "La, hasha, mimi si mtu wa kufanya mambo kama hayo, wala singethubutu kamwe."

III

Basi yule chui alipokuwa akihangaika na kulia, yule mtu akamhurumia. Mwishoni akakubali kumfungulia mlango wa mtego ule. Mara ile yule chui akatoka kwa nguvu na kumkamata yule mtu, akamwambia, "Kweli, tangu kuzaliwa kwangu sijaona mtu mpumbavu na mjinga kama wewe! Nitazuiwa na nini sasa nisikule? Kwanza leo hivi yapata siku ya tatu sijatia riziki yoyote tumboni mwangu. Njaa imenishika sana."

I

II

III

IV

Yule mtu akajaribu kumsihi asimdhuru, lakini wapi! Hakumsikiliza. Basi mwishoni ch[illegible] akamwambia, "Tuendelee mbele, na kwa viumbe vitatu vya kwanza tutakavyovikuta tutaeleza habari hii. Watakavyosema ndivyo nitakavyotenda, wala sitabadili."

V

Kwanza wakaukuta mwembe, wakaeleza habari yote. Yule mtu akauuliza mwembe, "Ati, Bwana Mwembe, mtu akikutenda mema, ni haki kumlipa mabaya?" Akaeleza tena habari yao, kati yeye na chui. Mwembe ukajibu ukamwambia, "Kweli si haki kumlipa mwenzio mabaya kwa mema, lakini ninyi wanadamu, je, hamfanyi hivyo?"

VI

Tazama, Bwana Chui, mimi huwapa hawa wanadamu maembe yangu wakala, na wakati wa jua kali huja chini ya kivuli changu kupumzika. Lakini juu ya fadhili zote hizi ninazowatenda havitoshi, mwishoni hunikatakata na kunichoma makaa, basi hii ni haki? Hata wewe mwenyewe yapime."

Chui akamwambia yule mtu, "Je, mwanadamu, unasikia huko?" Yule mtu akajibu akamwambia, "Nasikia sana, lakini na tuendelee mbele tu."

IV

V

VI

VII

Mbele zaidi wakakutana na ng'ombe. Mwanadamu akamwambia, "Ati bwana, mtu kama akikutendea fadhili, ni haki kumlipa mabaya?" Ng'ombe akamwuliza, "Kuna nini?" Ndipo yule mtu akamsimulia kisa chote kati ya yeye na chui.

VIII

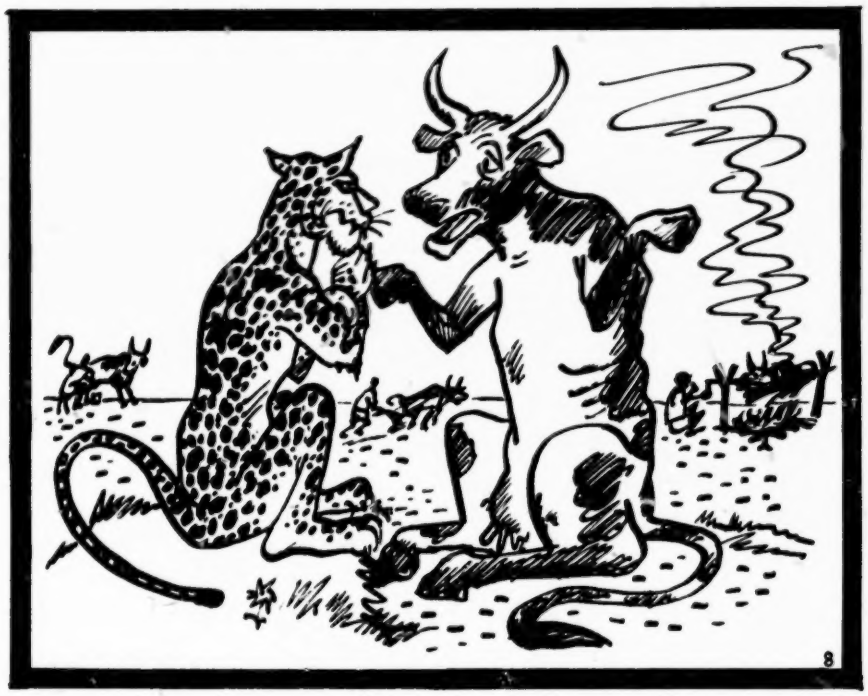
Ng'ombe akajibu akamwambia, "Ni kweli kabisa si haki kumlipa mwenzio mabaya ikiwa amekutendea fadhili njema, lakini katika viumbe wa kutenda mema, ninyi wanadamu hamko. Tazama, Bwana Chui, mimi huwapa hawa wanadamu maziwa yangu wakanywa, pengine huwakokotea magari na kulima mashamba yao. Lakini hivyo vyote kwao havitoshi, mwishoni hunichinja na kunila nyama." Akamwambia yule mwanadamu, "Usinung'unike, baba, amka! Hayo yaliyokupata leo ndiyo hali ya dunia!"

IX

Walipoendelea mbele zaidi wakamwona mbwa ambaye alikuwa rafiki yake huyu mwanadamu. Akamweleza kisa chote kama alivyomweleza mwembe na ng'ombe.

VII

VIII



IX

X

Mbwa akasema, "Habari hii inanitatanisha sana, wala siwezi kuelewa nayo vyema mpaka sisi wote watatu tuende kwenye huo mtego." Basi wakaenda. Walipofika yule mtu akarudia tena habari ile yote toka mwanzo mpaka mwisho.

Mbwa akasema, "Kwani mambo yenyewe yalianzaje hasa? Yaani wewe ulikuwamo mtegoni, na chui akaja karibu, au sivyo?"

XI

Chui akajibu akasema, "La, la, la, sivyo ilivyokuwa hata kidogo. Wewe mjinga, nini? Mimi ndiye niliyekuwamo mtegoni." Mbwa akasema, "Aaa sasa nimeelewa. Yaani mimi mbwa ndiye niliyekuwamo mtegoni, na wewe chui ukaja karibu na mtego, au sivyo?" Chui akajibu kwa hasira akamwambia, "La, huelewi? Sivyo hivyo hata kidogo. Tazama ilikuwa hivi: Unaona--mimi ni chui." Mbwa akamwambia, "Haya, vyema, endelea." Kamwambia tena, "Mimi, nilikuwamo mtegoni--unaelewa?"

XII

Mbwa akajibu, "Hasa, lakini, uliingiaje katika mtego huu?" Chui akajibu akamwambia, "Kwa nini waniuliza hivyo? Si kama kawaida ya watu waingiavyo katika matundu?" Mbwa akamwuliza tena, "Tafadhali, maulana, usikasirike, kawaida hivyo ni ipi?"

Basi kusikia maneno haya, chui akaruka kwa sauti kubwa, "Namna hii! Je, sasa umekwisha elewa jinsi mambo yenyewe yalivyokwenda?" Mbwa akafunga mlango wa ule mtego upesi sana, akamjibu, "Hasa! Nimekwisha elewa kabisa, nami naona heri uzidi kukaa mumo humo mpaka ikutokee ajali yako." Kisha akamwambia yule mtu, "Haya, twende zetu, Alhamdulilahi, sasa udhia wote umekwisha."

X

XI

XII

Step 1
Hatua ya 1

1. Repetition and substitution drills

a. Mtu aliye na nguvu amefika.

Alternate form:-

Mtu anaye nguvu amefika

Substitute: Watumishi, kiongozi, mkulima, fundi, kikosi

b. Wanafunzi walio na vitabu waingie skulini

Alternate form:-

Wanafunzi wanao vitabu waingie skulini

Substitute: Walimu, ninyi, mtoto, wakaguzi

c. Miti niliyo nayo nitakupa.

Miti niliyokuwa nayo nilikupa.

Miti nitakayokuwa nayo nitakupa.

Substitute: Vitabu, kitu, msumeno, shoka, chandalua, fanusi

d. Mwanafunzi ambaye hana vitabu hawezi kujifunza.

Wanafunzi ambao hawakuwa na vitabu hawakuweza kujifunza.

Wanafunzi ambao hawatakuwa na vitabu hawataweza kujifunza.

Substitute: vijana, msichana, askari, daktari, mekanika, wapishi

3RD PERIOD | PATTERN DRILL I | LESSON 76

KIPINDI CHA 3 | MAZOEZI | SOMO LA 76

Step 2
Hatua ya 2 After the drills there will be a 20 minute clab session, during which the students will listen to the story.

Step 3
Hatua ya 3 Homework:- Learning of story for retelling.

4TH PERIOD (First hour in the morning) LESSON 76

KIPINDI CHA 4 SOMO LA 76

Step 1
Hatua ya 1 Recitation of the story

Step 2
Hatua ya 2 Any idioms or special expressions arising out of the story will be discussed and practiced. The choice of these will depend upon the general ability of the particular class.

5TH PERIOD | RECOMBINATION DRILLS | LESSON 76

KIPINDI CHA 5 | SOMO LA 76

Step 1
Hatua ya 1

a. Msumeno alio nao ni wake?
Ndio msumeno alio nao ni wake.

nyumba, punda, matunda

b. Watu ambao hawatakuwa na nyumba, watakaa wapi?
Watakaa hapa pamoja na sisi.

Walimu, mwandishi, mwananchi

c. Mtoto aliye nyumbani ni wako?
Ndio mtoto huyo ni wangu.

vitabu, mfuko, kibuyu

d. Chui alinaswa katika mtego mkubwa?
Ndio, alinaswa katika mtego uliokuwa kama sanduku.

kiumbe, mbuzi, kifaru

e. Ningeweza kutazama vitu ulivyo navyo dukani?
Ndio, karibu ukavitazame vyote.

sahani, suti, matunda

Step 2
Hatua ya 2 Written exercise

The student will write a brief synopsis of the story in his own words.

6TH PERIOD

KIPINDI CHA 6

LESSON 76

SOMO LA 76

This period will be devoted to short comprehension exercises based on taped material.

Comprehension will be checked by means of True - False statements or Multiple Choice answers. In some cases the students will be asked to give the English equivalent of what was said on the tape.

I. LANGUAGE STRUCTURE

1. Verb "To Have" - KUWA NA with the relative pronoun. Present tense.

   a. Note that in Swahili verb "To Have" (KUWA NA) is not used as an auxiliary to another verb as it is in English.

      e.g. I have eaten = Nimekula
      In Swahili a tense sign is used.

   b. With the relative pronoun in the present tense the verb "To Have" (KUWA NA) follows the same pattern as explained in Lesson 75 under the verb "To Be".

      e.g. Affirm: Mtu aliye na mali
      The person who has property.

      Neg: Mtu ambaye hana mali or asiye na
      The person who has no property.

   c. There is also a shorter alternate form in the present affirmative.

      Mtu anaye mali

      Watu wanao mali

   d. When the object possessed precedes this verb structure, then the relative particle is attached to both parts.

      e.g. Affirm: Kitu alicho nacho
      The thing which he has.

   e. In the negative present with "amba" the relative particle is attached only to "amba".

      e.g. Kitu ambacho hana.
      The thing which he doesn't have.

But without "amba" the present tense negative would be:-

e.g. Kitu asicho nacho = The thing which he doesn't have.
(This is the preferable form)

2. The following are the constructions for the future and past tenses:

a. Future affirmative:

Watu watakaokuwa na vitabu = The people who will have books.

Vitabu watakavyokuwa navyo = The books which they will have.

b. Future negative:

Watu ambao hawatakuwa na vitabu = People who will not have books.

Vitabu ambavyo hawatakuwa navyo = Books which they will not have.

c. Past affirmative:

Watu waliokuwa na vitabu = People who had books.

Vitabu walivyokuwa navyo = Books which they had.

d. Past negative:

Watu ambao hawakuwa na vitabu. = People who did not have books.

Vitabu ambavyo hawakuwa navyo. = The books which they did not have.

It will be noticed from the above that "na" cannot stand alone, but must be followed either by a noun, or by the relative particle.

Use of the relative particle with present tense forms: a summary.

As there are irregularities in the present tense, especially with the verb 'To Be' and 'To Have', and as there are also alternatives, the following diagram may be helpful to the student.

Affirmative	Negative
1. Regular Verb (penda)	
(he who likes)	(he who doesn't like)
apendaye (short) anayependa (long) ambaye anapenda	asiyependa ambaye hapendi
2. Monosyllabic Verb (kula)	
(he who eats)	(he who doesn't eat)
alaye (short) anayekula (long) ambaye anakula	asiyekula ambaye hali
3. Verb 'To Be' (kuwa)	
(he who is)	(he who is not)
awaye (hardly ever used) aliye (based on old form) ambaye ni	asiyekuwa asiye ambaye si
4. Verb 'To Have' (kuwa na)	
(he who has)	(he who has not)
anaye (regular) aliye na (based on old form) ambaye ana	asiyekuwa na asiye na ambaye hana

SWAHILI BASIC COURSE

LESSON 77

1396-1397

1. LANGUAGE STRUCTURE

a. Nouns of the U class.

Refer to Generalization for explanation of structural features of this lesson.

2. CONTENT STRUCTURE

a. Situational setting: Series of scenes from a folk tale: "Lutembe".

b. Cultural Note: None

c. Lexical Items:

akina	(generalized plural - tribe, family, etc.)
asi (ku)	(to rebel)
baadhi ya	(some of)
badala ya	(in place of, instead of)
binadamu	(human beings)
changarawe	(grit, small stones, fine gravel)
daka	(seize)
hukumiwa	(be judged, sentenced)
jasho	(sweat, perspiration)
jongea	(make a move, either of approaching or going away)
kabila (ma)	(tribe)
kifo	(death)
maarufu	(well known, famous)
mamba	(crocodile)
mzimu (mi)	(spirit of dead person, spirits of ancestors or native place of worship)
pishana	(allow each other to pass)
sadaka	(sacrifice)
shinda	(a. overcome, conquer, b. surpass,excel, win, c. pass time, keep on, stay for a time)

sumbua	(annoy, trouble, vex, torment)
tambaa	(creep, crawl)
tambika	(to make an offering to the spirits)
tambiko (ma)	(offering made to the spirits of the dead)
toswa	(be plunged into water, caused to sink)
ukarimu	(generosity, hospitality)
ukatili	(cruelty, bloodthirstiness)

1ST PERIOD | PERCEPTION DRILLS | LESSON 77

KIPINDI CHA KWANZA | MAZOEZI | SOMO LA 77

Note: Refer to Generalization for explanation of structural features of this lesson.

Step 1
Hatua ya 1 Auditory perception and comprehension

Step 2
Hatua ya 2 Oral production of minimum utterances

1. Drills using "U" class nouns

   a. Usiku huu
      Usiku ule

   b. Ubao mwembamba
      Mbao nyembamba

   c. Ubao mrefu ule
      Mbao ndefu zile

   d. Uso wake
      Nyuso zao

   e. Wembe wangu umepotea
      Nyembe zangu zimepotea

   f. Ukubwa wa Uingereza
      Urefu wa ukuta

   g. Ukatili wa Mfalme
      Ukatili wa waziri

2. Drills using new expressions

a. Baadhi ya
Baadhi ya mateka
Baadhi ya mamba

b. Badala ya
Badala ya watu
Afadhali kumtupia samaki badala ya watu.

c. Kudaka
Wadakwe na mamba
Wakasukumwa majini wadakwe na mamba

d. Walioasi
Walioasi wakahukumiwa.
Walioasi wakahukumiwa kifo.

e. Makabila mengine
Kama watu wa makabila mengine

f. Kama walivyotambika
Kama walivyotambika kwenye mizimu

g. Kutendewa ukarimu
Akitendewa ukarimu hugeuka kuwa rafiki.
Mnyama ye yote akitendewa ukarimu hugeuka kuwa rafiki.

2ND PERIOD | SWAHILI NARRATIVE | LESSON 77

KIPINDI CHA PILI | "Lutembe" | SOMO LA 77

Mamba aliye rafiki ya watu
Katika nchi ya Uganda

I

Hapo zamani, kabla Wazungu hawajafika katika nchi ya Uganda, mfalme wa nchi alifuata desturi hii: Baada ya kupigana na maadui zake aliwaleta mateka, akachagua baadhi ya mateka hao kuwa sadaka. Lakini sadaka haikuwa kwa miungu au mizimu fulani, bali ilikuwa kwa mamba walioishi katika ziwa Viktoria. Mateka walipelekwa juu ya mwamba mrefu na hapo walisukumwa majini ili wadakwe na mamba.

II

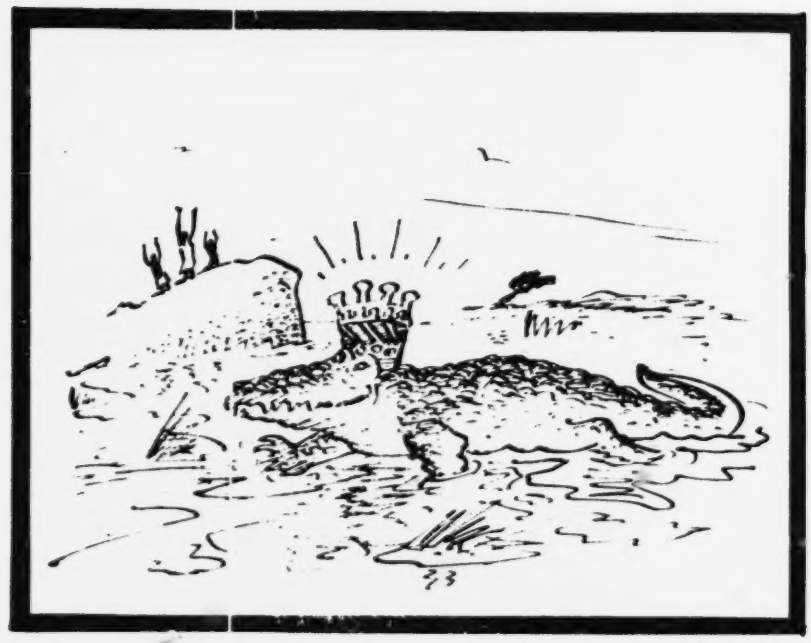
Sadaka iliyotolewa kwa mamba haikuwa ya mateka wa vita tu, lakini hata watu walioasi na waliohukumiwa kufa walipelekwa kwa muda mrefu sana. Baadaye kuwatolea mamba sadaka ya watu kulihesabiwa kuwa tambiko la mfalme, jinsi hata makabila mengine walivyotambika mizimu na kuwaabudu kama wenye uwezo mwingi.

III

Hivyo mamba walizoea kufika chini ya mwamba mara walipoposikia sauti za watu, na walitumaini kupewa kitoweo chao. Lakini sasa Wazungu walipofika na kuanza kustaarabisha nchi, hawakupendezwa na mambo hayo ya ukatili. Hivyo wakakomesha desturi hiyo na mamba hawakupata kitoweo chao tena. Mamba wengine walipokuja mara nyingi wasione kitu walikata tamaa na hawakuja tena.

I

II



III

IV

Mamba mmoja wao hakuweza kusahau shibe ile, na hivyo aliendelea kufika kila siku akitumaini kupata chakula. Mfalme aliposikia habari hizo alimhurumia mamba huyo na aliwaweka watu kumvulia mamba samaki, na kumtupia badala ya watu.

V

Twajua hakika kwamba mamba huishi pamoja na samaki kule majini. Mamba huhangaika kufukuzana na samaki majini na ana shida kujipatia chakula cha kutosha. Akikosa samaki au nyama nyingine hulazimishwa kujitafutia chakula katika changarawe na uchafu mle ziwani. Hivyo mamba alifurahi sana kulishwa hivyo kwa msaada wa watu.

VI

Watu wale walimlisha mamba huyo kwa muda mrefu sana, hata mamba akawazoea watu na kufanya urafiki nao. Mwishowe akapewa jina "Lutembe."

Watu walipomletea Lutembe samaki, na walipoona kwamba hayuko, walimwita kwa jina lake hivi:- "Lutembe, Lutembe, njoo ule!" Lutembe akisikia sauti hiyo wakati wa matembezi yake, huja mbio sana kwenye mahali sauti ilipotokea ili apokee zawadi yake.

IV

V

VI

VII

Kwa muda wa miaka mingi Lutembe alilishwa na watu, na hata sasa yu hai angali rafiki wa watu. Wavuvi wanaovua upande ule wa ziwa Lutembe anakokaa, wakipenda kumfurahisha, humwita mpaka aje kwenye nchi kavu na kumpa samaki. Karibu wavuvi wote wa upande ule wanampenda Lutembe kwa sababu hasumbui watu wanapokwenda kuvua samaki.

VIII

Lutembe ni maarufu sana. Watu wengi waliotoka Ulaya, wakipata bahati kusikia sifa za Lutembe, huenda kumtazama katika ziwa. Wasipomwona wafikapo, watu husema kwamba amekwenda kutembea. Wageni wakitaka kumwona, basi humwita kwa sauti kubwa, naye Lutembe akisikia sauti zao huja upesi. Huendelea kumwita mpaka atoke majini ili wageni wapate kumwona vizuri. Pengine mtu mmoja hushika kipande cha samaki na kukipigapiga chini, naye Lutembe hujongea hata karibu kabisa na kutambaa pwani. Siku hizi Lutembe ni mzee sana, lakini bado anazo nguvu zake.

IX

Siku moja Lutembe alipokwenda kutembea alirudi na mwanawe, lakini walianza kumtupia mawe. Hivyo alifikiri kwamba rafiki zake kati ya watu hawampendi mwanawe, na hivyo alimrudisha asimlete tena. Lakini yeye mwenyewe tu hufika kuwaamkia rafiki zake na kupata chakula.

Mamba ni mnyama mkali na ni adui ya binadamu, lakini mnyama yeyote, hata awe mkali, akitendewa ukarimu pengine hugeuka kuwa rafiki ya wanadamu.

VII

VIII

IX

3RD PERIOD | PATTERN DRILL I | LESSON 77

KIPINDI CHA 3 | MAZOEZI | SOMO LA 77

Step 1
Hatua ya 1 Repetition and Substitution drills

1. Repetition drills

   a. Kenya imepata uhuru wake.

   b. Urefu wa mlima ni futi kama 19,000.

   c. Uingereza ni nchi ya Waingereza.

   d. Mara kwa mara uzuri wa uso unaweza kudanganya.

   e. Ugomvi ni ujinga mtupu.

   f. Kuta zina nyufa.

   g. "Usipoziba ufa utajenga ukuta".

2. Substitution drills

   (Change underlined words to plural and make other changes as necessary in the sentences.)

   a. Waimbaji waliimba <u>wimbo mmoja</u>.

   b. Bwana amepoteza <u>wembe wake</u>.

   c. <u>Ufunguo</u> huu si wangu.

   d. <u>Taa hii</u> yataka utambi mpya.

   e. <u>Mtu</u> huyu ana ugonjwa mbaya.

   f. Uso wa <u>mwanamke</u> una huzuni.

   g. <u>Ukuta</u> wa nyumba umebomoka.

3RD PERIOD | PATTERN DRILL I | LESSON 77

KIPINDI CHA 3 | MAZOEZI | SOMO LA 77

Step 2
Hatua ya 2 After the drills there will be a 20 minute clab session during which the students will listen to the story.

Step 3
Hatua ya 3 Homework: Preparation of the story for retelling.

4TH PERIOD (First hour in the morning) LESSON 77

KIPINDI CHA 4 SOMO LA 77

Step 1
Hatua ya 1 Recitation of the story

Step 2
Hatua ya 2 Any idioms or special expressions arising out of the story will be discussed and practiced. The choice of these will depend upon the general ability of the particular class.

5TH PERIOD | RECOMBINATION DRILLS | LESSON 77

KIPINDI CHA 5 | MAZOEZI | SOMO LA 77

Step 1
Hatua ya 1

1. Recombination response drills

a. Ufagio uko wapi?
Ufagio uko nyumbani.

b. Nenda ukaniletee kuni ndefu.
Ninakwenda sasa kuzileta.

c. Kule Uingereza watumia lugha gani?
Kule Uingereza watumia Kiingereza.

d. Unga ulitosha kwa mikate?
Ndio ulitosha kwa mikate mitatu.

e. Uji una moto?
Ndio uji una moto na upo mezani.

f. Wanafunzi wanaimba nyimbo?
La, wanapiga kelele tu.

g. Mwuzaji yupo mlangoni?
Ndio, na anauza fagio.

h. Nilete kuni kesho?
Usilete kesho, labda kesho kutwa.

Step 2
Hatua ya 2 The students will retell in brief form the story of "Three Men and a Lion." The lexical items of Lesson 73 should first be reviewed briefly.

6TH PERIOD

KIPINDI CHA 6

LESSON 77

SOMO LA 77

This period will be devoted to short comprehension exercises based on taped material.

Comprehension will be checked by means of True - False statements or Multiple Choice answers. In some cases the students will be asked to give the English equivalent of what was said on the tape.

I. LANGUAGE STRUCTURE

The U class of nouns has the following features:

a. Many U class nouns are abstract - that is they denote qualities and states. They are formed from adjectives by prefixing "u" and from nouns by changing the class prefix to "u", or to "w" before a vowel.

e.g. ukubwa = size
urefu = length
wizi = theft

b. Names of countries are U class words:

e.g. Uingereza = England
Ureno = Portugal

c. Some U class nouns are names of objects:

e.g. Ubao = a plank
Ukuta = a wall
Wembe = a razor

d. Formation of the plural:

1. Most abstract nouns in the U class do not take a plural.

2. Names of objects in the U class take a plural following the rules of the N class plural. (Review Lesson 29)

e.g.

Singular	Plural
u-devu - a single hair of beard	n-devu - beard
w-imbo - a song	ny-imbo- songs
u-bao - a plank	m-bao - planks
u-fagio- a broom	fagio - brooms
u-kuni - a stick of firewood	kuni - firewood

3. When the noun has only one syllable after the "u" prefix, the "ny" plural is prefixed to the whole word:

   e.g. u-so - a face nyuso - faces

4. Notice 2 other sound changes:

   n + w = mb u-wati = a hut-pole mbati = hut poles
   n + l = nd u-limi = a tongue ndimi = tongues

e. Adjectives:

1. In the U class the adjective prefix of the singular is "m" before consonants and "mw" before vowels.

   e.g. ubao mrefu ukuta mweupe
   ulimi mkali ukuta mwembamba

2. To form the plural of adjectives qualifying nouns of the "U" class, follow the rules of the N class.

   e.g. mbao ndefu = long planks
   nyimbo mbili = two songs

3. Notice that some U class words take a MA class plural, in which case the MA class plural is also used for the adjective. There are very few of these words.

   e.g. Ugonjwa mbaya = a bad disease.
   Magonjwa mabaya = bad diseases.

f. In the case of pronouns and words derived from pronouns, the U class is the same in the singular as the M-MI class, and in the plural as the N class.

1. Possessives:

   e.g. ufagio wangu — fagio zangu

2. Demonstratives:

   e.g. wembe huu — nyembe hizi
   wembe ule — nyembe zile

3. Pronoun prefixes with verbs:

   Subject: Ufunguo umepotea — funguo zimepotea

   Object: Nimeuona — nimeziona

SWAHILI BASIC COURSE

LESSON 78

1416- 1417

1. LANGUAGE STRUCTURE

a. The Passive Verb form WA (iwa, ewa, liwa, lewa).

Refer to Generalization for explanation of structural features in this lesson.

2. CONTENT STRUCTURE

a. Situational setting: Series of scenes from folk tale: "The Punishment of the Man Who Had No Gratitude". Part I

b. Cultural Note: None

c. Lexical Items:

adhabu	(punishment)
andalia	(prepare for)
daima	(permanently)
dhiki	(distress)
farasi	(horse)
kito (vi)	(precious stone)
kwenda shoti	(to gallop)
laani (ku)	(to curse)
matofaa	(fruit of the rose-apple tree)
mfua dhahabu	(goldsmith)
mhunzi	(blacksmith)
mkufu (mi)	(light ornamental chain)
mkungu (mi)	(Indian almond tree)
mwovu	(a wicked person)
piga yowe	(to shout)
sadiki	(believe)
shughuli	(business)
shukrani	(gratitude)
sikitika	(be sorry)
sonara	(jeweller, silversmith)
tumbili	(small light colored monkey)
tumbukia	(tumble into)
uhunzi	(work of a smith)

1ST PERIOD | PERCEPTION DRILLS | LESSON 78

KIPINDI CHA KWANZA | MAZOEZI | SOMO LA 78

Note: Refer to Generalization for explanation of structural features of this lesson.

Step 1
Hatua ya 1 Auditory perception and comprehension

Step 2
Hatua ya 2 Oral production of minimum utterances

1. Drills on the Passive form of the verb.

a. Juma aliandika barua
Barua iliandikwa na Juma

b. Mtoto alivunja kikombe
Kikombe kilivunjwa na mtoto

c. Tuliamkia wageni
Wageni waliamkiwa na sisi

d. Kapteni alitoa amri
Amri ilitolewa na kapteni

e. Adui waliharibu mji
Mji uliharibiwa na adui

f. Juma alioa binti yule
Binti yule aliolewa

g. Asha alichukua mzigo
Mzigo ulichukuliwa na Asha.

2. Drills using new expressions

a. Kuwa na shukrani
Mtu asiyekuwa na shukrani
Adhabu ya mtu asiyekuwa na shukrani

b. Kiumbe cho chote
Kiumbe cho chote kisichokuwa na shukrani

c. Lo lote atakalosema
Kusadiki lo lote atakalosema
Haifai kusadiki lo lote atakalosema

d. Hatari yo yote
Utakapotokewa na hatari yo yote

e. Msaada wo wote
Ukitaka msaada wo wote

f. Sauti ya dhiki
Akasikia sauti ya dhiki
Akasikia sauti ya dhiki ya kuomba msaada.

g. Kulaani daima
Mungu atanilaani daima.

h. Shughuli zake
Alipokwisha maliza shughuli zake.

i. Kwenda shoti
Farasi alikwenda shoti.
Alikwenda shoti hata alimtupa chini mwana wa sultani.

2ND PERIOD SWAHILI NARRATIVE LESSON 78

KIPINDI CHA PILI SOMO LA 78

ADHABU YA MTU ASIYEKUWA NA SHUKRANI

I

Safari moja, mtu mmoja alikuwa akisafiri katika pori. Baada ya muda mfupi, akasikia sauti ya dhiki ya kuomba msaada. Basi alifuata upande ule aliosikia sauti, naye alipofika, aliona shimo kubwa sana, na ndani yake mmetumbukia simba, tumbili, nyoka na mwanadamu.

II

Simba alipomwona yule mwanadamu, akasema, "Rafiki yangu, tafadhali nitoe katika shimo hili!"

Lakini yule mwanadamu akamwambia, "Nasikitika sana, simba, naogopa kukutoa nje. Nikikutoa hakika utanila."

Simba akajibu, "Kufanya hivyo ni kutokuwa na shukrani. Na kama nikifanya hivyo, Mungu atanilaani daima. Usiniogope, rafiki yangu. Tafadhali unihurumie."

Basi yule mtu akatafuta kamba, akamtoa yule simba nje ya lile shimo.

III

Kisha tumbili naye akamwomba yule mtu msaada kama simba. Kwa hiyo akamtoa naye pia.

Nyoka akamwambia, "Nitoe na mimi pia."

Mwanadamu akamwambia, "Niko tayari kukutoa nje ya shimo, lakini huna budi kuniahidi kwamba hutaniuma."

Nyoka akamwambia, "Sitathubutu hata kidogo. Mungu hapendezwi na kiumbe cho chote kisichokuwa na shukrani."

I

II

III

IV

Basi yule mtu akamtoa nyoka nje ya shimo. Kisha wale wanyama watatu--simba na tumbili na nyoka wakamwambia yule mtu, "Hala hala usimtoe yule mwanadamu nje ya shimo hili, mwache mle mle. Yeye ni mwovu sana, tena haifai kusadiki lo lote atakalosema."

V

Halafu simba akasema, "Mimi nakaa juu ya mlima ule. Nitafurahi sana kama utakuja kunitazama kule. Natumaini nitaweza kukulipa fadhili zako hizi za leo."

Tumbili akasema, "Mimi nakaa karibu na simba huyu, lakini nyumba yangu ni juu ya mkungu. Ukienda kwa simba, kisha njoo na kwangu mimi vile vile."

VI

Nyoka naye akasema, "Utakapotokewa na hatari yo yote, basi nikumbuke, nami nitakujia mara moja."

Kisha wale wanyama watatu waliondoka na kwenda zao.

IV

V

VI

VII

Wakati ule ule, yule mtu aliyekuwamo ndani ya shimo aliendelea kupiga yowe la kuomba msaada tu. Ingawa wale wanyama walimwambia asimwokoe yule mwanadamu mwenziwe, lakini huruma zikamjia, naye akaona si vema. Wanadamu kwa wanadamu hawana budi kusaidiana. Akawaza, "Leo kwa mwenzangu, kesho kwangu." Basi akamtoa nje ya lile shimo.

VIII

Yule mtu aliyeokolewa akasema, "Asante sana kwa msaada wako. Mimi kazi yangu ni ya uhunzi na sonara. Nina duka langu mjini. Ukitaka msaada wo wote juu ya vito vya dhahabu, basi njoo nyumbani kwangu au dukani." Kisha yule mtu akaenda zake, na yule msafiri akaendelea na safari yake.

IX

Yule msafiri alipokwisha maliza shughuli zake, na sasa anarudi nyumbani kwake, akawakumbuka wale wanyama aliowatoa nje ya shimo, kwa hiyo akafanya shauri aende kwa tumbili.

Alipofika, tumbili akampa embe, ndizi, machungwa na matofaa. Matunda hayo yalimburudisha sana. Kutoka kwa huyo, akaenda zake mpaka kwa simba, pale pale karibu.

VII

VIII

IX

X

Simba alipomwona alifurahi sana, akasema, "Nimekuwa nikikutazamia sana. Imekuwa vema umekuja, maana nina zawadi za kukupa." Simba akatoa mkufu wa dhahabu na vito vingi vya thamani, akaeleza jinsi alivyovipata. Akasema, "Safari moja farasi mmoja alikuwa amemchukua mwana wa sultani. Alikuwa anakwenda shoti sana hata mwishowe akamtupa chini yule mwana wa sultani na kumwacha pale pale peke yake. Basi mwana wa sultani alijipiga na mwamba akafa pale pale.

XI

Mtu yule alishukuru sana kwa kupata bahati ya vitu vya thamani. Kisha akaendelea na safari yake.

Alipokuwa njiani akawaza, "Ah, nitakwenda kwa yule mfua vyombo vya dhahabu, yule sonara niliyemtoa shimoni, nami nitamwomba aniuzie vitu hivi."

Basi akamwendea, naye akamkuta yumo kazini. Yule sonara akamkaribisha vizuri, akamwandalia wali kwa nyama, akamtengenezea kahawa na kila kitu cha kumburudisha.

XII

Baada ya hayo, yule mtu akamwonyesha yule sonara vile vitu vya thamani, akamwomba amwuzie.

Kumbe, vitu vile vilikuwa vya mwana wa sultani wa mji ule ule aliokuwa akikaa sonara. Tena vilitengenezwa na sonara yule yule, kwa hiyo aliweza kuvitambua upesi.

X

XI

XII

3RD PERIOD | PATTERN DRILLS | LESSON 78

KIPINDI CHA 3 | MAZOEZI | SOMO LA 78

Step 1
Hatua ya 1 Drills on the Passive Verb form - WA.

1. Repetition drills

a. Barua ilisomwa na mwalimu.

andika, chukua

b. Shauri lilikubaliwa na wazee.

kataa, sahihi

c. Nguo zimeharibiwa na watoto.

rarua, peleka

d. Mtumishi atapewa mshahara.

kazi, nyumba

e. Machungwa haya yalinunuliwa lini?

uza, chuma

f. Je, kuku wamelishwa?

funga, pika

g. Ni vigumu kuonyesha jinsi tulivyotendewa vyema.

karibisha, safirisha

2. Transformation drills - Supply suitable verb form.

a. Wazee walitengeneza pombe.
Pombe _____na wazee.

b. Juma alijenga nyumba.
Nyumba_____na Juma.

c. Msichana yule ataolewa na mwenzetu Ali.
Mwenzetu Ali_____msichana yule.

d. Baba hajayalipa madeni.
Madeni_____na Baba.

e. Mtumishi alisafisha taa.
Taa_____na mtumishi.

f. Koti hili lilishonwa na fundi.
Fundi_____koti hili.

Step 2
Hatua ya 2 After the drills there will be a 20 minute clab session during which the students will listen to the story.

Step 3
Hatua ya 3 Homework: Study of the story for retelling.

4TH PERIOD (First hour in the morning) LESSON 78

KIPINDI CHA 4 SOMO LA 78

Step 1
Hatua ya 1 Recitation of the story.

Step 2
Hatua ya 2 Any idioms or special expressions arising out of the story will be discussed and practiced. The choice of these will depend upon the general ability of the particular class.

5TH PERIOD | RECOMBINATION DRILLS | LESSON 78

KIPINDI CHA 5 | MAZOEZI | SOMO LA 78

1. Comprehension drills - These will be read orally, or on tape, and the student's comprehension will be checked.

   a. Huna budi kuniahidi kwamba hutaniuma.

   b. Mungu hapendezwi na kiumbe cho chote kisichokuwa na shukrani.

   c. Mateka waliotakiwa kutolewa sadaka walipelekwa juu ya mwamba mrefu, wakasukumwa majini wadakwe na mamba.

   d. Nchi ilipoingiwa na Wazungu na kuanza kustaarabishwa, mambo ya ukatili yalikomeshwa.

   e. Lutembe ni maarufu sana; watu wengi waliotoka Ulaya, wakipata bahati ya kusikia sifa zake huenda kumtazama katika ziwa.

   f. Utakapotokewa na hatari yo yote, basi nikumbuke, nami nitakujia mara moja.

   g. Alipokuwa njiani akawaza, "Ah, nitakwenda kwa yule sonara, nami nitamwomba aniuzie vitu hivi."

   h. Nyie watu, mnasema nini hapa?

   i. Kisha msichana aliulizwa kama atakubali kuolewa naye.

   j. Tangu kuzaliwa kwangu sijaona mtu mpumbavu kama wewe. Nitazuiwa na nini sasa nisikule?

   k. Yule mtu aliyeokolewa akasema, "Asante sana kwa msaada wako."

   l. Kumbe, vitu vile vilikuwa vya mwana wa sultani wa mji ule ule. Tena vilitengenezwa na sonara yule yule, kwa hiyo aliweza kuvitambua upesi.

2. Following the comprehension drill, the instructor will give the English of the above sentences and the student will give the Swahili equivalent.

6TH PERIOD

KIPINDI CHA 6

LESSON 78

SOMO LA 78

This period will be devoted to short comprehension exercises based on taped material.

Comprehension will be checked by means of True - False statements or Multiple Choice answers. In some cases the students will be asked to give the English equivalent of what was said on the tape.

DERIVED FORMS OF VERB - GENERAL INTRODUCTION

1. The student has learned about the many prefixes in the Swahili language. It is now time to study some of the endings, or suffixes, expecially the various endings pertaining to derived forms of the verb. These derived verb forms do not express personal prefixes nor tenses, but rather special characteristics in meaning.

   e.g. Here are some of the common forms:-

pita	- pass	(simple)	
pitia	- pass through	(Prepositional	- (A)
pitisha	- make it pass	(Causative	- (SHA)
pitika	- passable	(Stative	- (KA)
pitiwa	- be passed	(Passive	- (WA)
pitana	- pass each other	(Reciprocal	- (ANA)

   The addition of these endings colors the basic meaning of the word, and often changes it quite a bit. It is wise to consult the dictionary when in doubt.

2. The addition of these endings usually requires the use of a phonetic link between the stem and the ending. These links are:- I, E, LI, or LE, depending on the nature of the vowels in the next-to-last syllable. The student will also learn and appreciate the many ways shades of meaning can be expressed by not only using these basic derived forms, but also combining and building one form on top of the other. More reading and use of Swahili will acquaint the student with these forms, and reference to the dictionary is advisable.

   e.g. acha - leave, let alone
   achia - leave to someone, bequeath
   achilia - forgive
   achiliwa- be forgiven

A.

Verb stems with 1 vowel endings and penultimate being:	have as a link	Sample verbs with prepositional (A) ending:
A		fany-i-a > fanyia
I	I	pit-i-a > pitia
U		fung-i-a > fungia
And penultimate being:		
E	E	tend-e-a > tendea
O		som-e-a > somea

B.

Verb stems with 2 or more vowel endings and penultimate vowel being:	have as a link	Sample verbs with ending:
A (AA)	LI	(kaa) ka-li-a > kalia
I (IA)		(tia) ti-li-a > tilia
U (UA)		(fungua) fungu-li-a > fungulia
And penultimate vowel being:		
E (EA)	LE	(pendea) pende-le-a > pendelea
O (OA)		(toa) to-le-a > tolea

VOLUME VI | GENERALIZATION | LESSON 78

KITABU CHA VI | SOMO LA 78

1. The WA and KA forms of the verb.

In this and the following lesson we shall learn the Passive (WA) and the Stative (KA) forms of the verb.

Notice the following:

Doer	Receiver	Result of Action
Action	Passive (WA)	Stative (KA)

Alivunja kikombe
Kikombe kilivunjwa na mtoto. (Passive)
Kikombe kimevunjika. (Stative)

2. In this lesson we shall pay special attention to the Passive form.

a. The Swahili passive is formed by putting W between the verb stem and the final vowel A.

e.g. Kupiga - to hit Kupigwa - to be hit
Kupenda - to love Kupendwa - to be loved

b. Verbs in this form take exactly the same person and tense signs, for all classes, as they do in the simple form.

e.g. Active	Passive
Ninapiga-I am hitting	Ninapigwa-I am being hit.
Nitapiga-I shall hit	Nitapigwa-I shall be hit.
Sipigi-I do not hit	Sipigwi-I am not hit.

c. To express BY or WITH after the passive, the words NA and KWA are generally used.

e.g. Alipigwa na baba yake - He was beaten by his father.

Mkate ulikatwa kwa kisu - The bread was cut with a knife.

d. Note: Verbs ending in 2 or more vowels (aa, ia, ua, oa) form their passive by using the link LI or LE before the suffix. (Study again the pattern diagram in the General Introduction to the Derived Forms of the Verb.)

e.g.	Kuvaa	Passive -	Kuvaliwa
	Kuoa		Kuolewa
	Kuchukua		Kuchukuliwa

e. There are 2 irregular passives:

Kuua	Passive -	Kuuawa
Kusahau		Kusahauliwa

SWAHILI BASIC COURSE

LESSON 79

VOLUME VI | BLUE PRINT | LESSON 79

KITABU CHA VI | SOMO LA 79

1. LANGUAGE STRUCTURE

a. The Stative verb form KA (ika, eka, lika, leka).

Refer to Generalization for explanation of structural features of this lesson.

2. CONTENT STRUCTURE

a. Situational Setting: Series of scenes from folk tale: "The Punishment of the Man Who Had No Gratitude". Part 2

b. Cultural Note: None

c. Lexical Items:

banwa	(be squeezed)
fariki dunia	(die, depart this life)
gusa (ku)	(to touch)
hekaheka	(confusion, much noise)
husu	(to concern, apply to)
kata roho	(die)
kitanzi	(noose)
malkia	(queen)
marehemu	(the deceased, the late)
mbashiri	(fortune teller)
mchawi	(witch)
mhalifu	(one who breaks the law)
mnara (mi)	(tower, lighthouse)
nyongwa	(to be harassed)
nyosha	(stretch out)
pigwa marungu	(to be beaten with a knobkerry)
shoka (ma)	(axe)
staajabu	(to be astonished or surprised)
subiri	(wait patiently)
tia gerezani	(put in prison)
twangwa kinuni	(be pounded in a mortar.)

c. Lexical items continued

uawa	(to be killed)
upanga	(sword)
waama	(moreover, then)
zahama	(confusion, noise)
zikwa mzima	(be buried alive)
zuka	(suddenly appear, pop up)

1ST PERIOD | PERCEPTION DRILLS | LESSON 79

KIPINDI CHA KWANZA | MAZOEZI | SOMO LA 79

Note: Refer to Generalization for explanation of structural features of this lesson.

Step 1
Hatua ya 1 Auditory perception and comprehension

Step 2
Hatua ya 2 Oral production of minimum utterances

1. Drills on the Stative form of the verb.

   a. Kikombe kimevunjika.
      Vikombe vimevunjika.

   b. Nguo hizi zavalika.
      Nguo hizi hazivaliki.

   c. Matunda mabivu yaonekana leo.
      Matunda mabivu hayaonekani leo.

   d. Njia hii yapitika.
      Njia hii haipitiki.

   e. Siwezi kufunga mlango.
      Mlango haufungiki.

   f. Siwezi kufungua mlango.
      Mlango haufunguki.

2. Drills using new expressions

   a. Kutoswa baharini
      Kutupwa kutoka juu ya mnara
      Kuchomwa moto

   b. Kushindishwa na njaa
      Kunyweshwa sumu
      Kukalishwa juu ya kiti cha moto

c. Kubanwa na chuma
Kukokotwa na farasi
Kukatwa kichwa kwa upanga

d. Kutiwa kitanzi na kutundikwa
Kukatwa kwa msumeno katikati ya mwili
Kutupwa mbele ya wanyama wakali

e. Kutwangwa kinuni
Kuzikwa mzima
Kupigwa marungu mpaka ufe

f. Kuhukumiwa na kuchunguzwa
Kuhukumiwa na kuchunguzwa kama ni mhalifu

g. Tayari kwa kuuawa
Awekwe tayari kwa kuuawa
Sultani aliamuru awekwe tayari kwa kuuawa.

h. Namna utakavyopenda kuuawa
Uchaguo wa namna utakavyopenda kuuawa
Nitakupa uchaguo wa namna utakavyopenda kuuawa.

i. Akatiwa gerezani
Akisubiri kunyongwa
Akatiwa gerezani akisubiri kunyongwa.

j. Mara kukazuka zahama.
Mara kukazuka zahama katika nyumba.

k. Marehemu
Marehemu mwanangu
Vito vya thamani vya marehemu mwanangu

XIII

Basi sonara alijifanya kama kwamba anakwenda kutafuta mnunuzi, kwa hiyo akamwacha yule mgeni wake nyumbani kwake, akamwambia amngojee. Lakini yeye hakwenda kutafuta mnunuzi, bali alikwenda moja kwa moja mpaka kwa Sultani. Na kumbe sultani mwenyewe alikwisha tangaza kwamba ikipatikana habari yo yote inayomhusu mwanawe aliyepotea, basi itatolewa zawadi kwa yeye atakayemwarifu.

XIV

Sultani akamwuliza yule sonara, "Vitu vya thamani hivi umevipata wapi?"

Akajibu, "Amekuja mtu mmoja kwangu, naye ameniomba nimwuzie, kisha fedha nimpe. Lakini nimeona heri kwanza nikuletee upate kuviona."

Sultani akamwambia, "Bila shaka yeye ndiye aliyemwua mwana wangu ili avipate. Kamlete upesi!"

XV

Basi yule mtu alikamatwa na kuletwa mbele ya sultani. Bila kuhukumiwa na kuchunguzwa vema kama ni mhalifu hasa au siyo, sultani aliamuru awekwe tayari kwa kuuawa baada ya siku chache.

XIII

XIV

XV

XVI

Basi yule mtu maskini akatiwa gerezani, akisubiri kunyongwa. Akasema, "Waama sasa nimo katika hatari kubwa ya kuitoka dunia. Natumaini yule nyoka ataweza kunisaidia sasa!" Katika kusema hivi, mara nyoka akatokea pale pale. Akasema, "Rafiki yangu, nikutendee nini sasa?"

Yule mtu akasimulia kisa chote, tangu mwanzo wake mpaka mwisho.

XVII

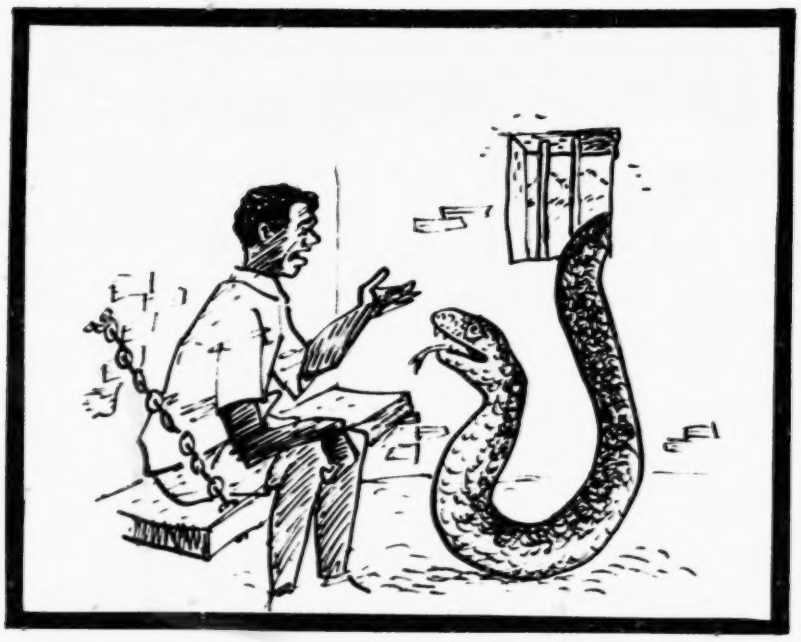
Yule nyoka akamwambia, "Nisikilize. Sasa nitakwenda kumwuma malkia wa sultani. Waganga, wanajimu, wachawi na wabashiri wote wataitwa kufanya maarifa yao ili wamponye, lakini nina hakika watashindwa. Hawataweza kumponya malkia. Lakini wewe utakapofika na kumgusa kwa mkono wako, basi atapona mara moja."

XVIII

Kisha yule nyoka alitoka na kwenda zake. Mara kukazuka zahama katika nyumba ya sultani, maana malkia alikuwa amekwisha umwa na yule nyoka. Ikawa heka heka, malkia yumo katika hatari ya kufa. Watu wakafanya yote waliyoweza ili kumponya, lakini wapi! Kila mmoja alishindwa.

Sultani alipeleka habari mjini upesi upesi na kuwaambia watu kwamba ye yote atakayeweza kumponya malkia, atapewa zawadi kubwa sana hata watu wote watastaajabu.

XVI



XVII

XVIII

XIX

Yule mtu kule gerezani akawaambia askari walinzi kwamba yeye ataweza kabisa kumponya malkia. Kwa hiyo akapelekwa kwa sultani upesi kabla malkia hajakata roho bado.

Alipofika, sultani akamwingiza katika chumba alichokuwamo yule malkia. Wakati huu fahamu yote ilikuwa imekwisha mtoka, na ilikuwa bado dakika chache tu kwa kufariki dunia.

Basi yule mtu akanyosha mkono wake na kumgusa yule malkia. Mara pale pale aliinuka akaanza kucheka na kuzungumza. Akawa mzima kabisa kama zamani.

XX

Pale pale sultani akampa yule mtu aliyemponya malkia zawadi nyingi sana za kila namna. Kisha akamwambia, "Sasa niambie jinsi ulivyoweza kupata vito vya thamani vya marehemu mwanangu."

Yule mtu akamsimulia kisa chote tangu mwanzo mpaka mwisho.

XXI

Basi sultani akamwita yule sonara, akamwambia, "Sasa nimepata hakika ya mambo yote jinsi yalivyokwenda. Waama wewe ni mwovu sana. Ulitaka kuitoa roho ya mwenzio bure naye ni mtu aliyekusaidia ulipokuwa katika hatari! Sasa yeye atafunguliwa na kuachwa huru, na wewe utauawa sasa hivi mbele ya watu wote wa mji.

XIX

XX

XXI

XXII

Kwa huruma zangu, nitakupa uchaguo wa namna utakavyopenda kuuawa. Je, utapenda uuawe namna gani? Kukatwa kichwa kwa upanga au shoka, kutiwa kitanzi na kutundikwa, kukatwa kwa msumeno katikati ya mwili, kutupwa mbele ya wanyama wakali kama vile chui, simba au mbwa wa mwitu, kutwangwa kinuni, kuzikwa mzima, kupigwa marungu, mawe, mishale, au mkuki mpaka ufe.

XXIII

Au utapenda kuuawa kwa kutoswa baharini, kutupwa kutoka juu ya mnara mrefu, kuchomwa moto, kushindishwa n[illegible] njaa, kunyweshwa sumu, kukalishwa juu ya kiti cha moto, kubanwa na chuma au utapenda kufungwa na kukokotwa na farasi anayekwenda shoti? Haya chagua upesi!"

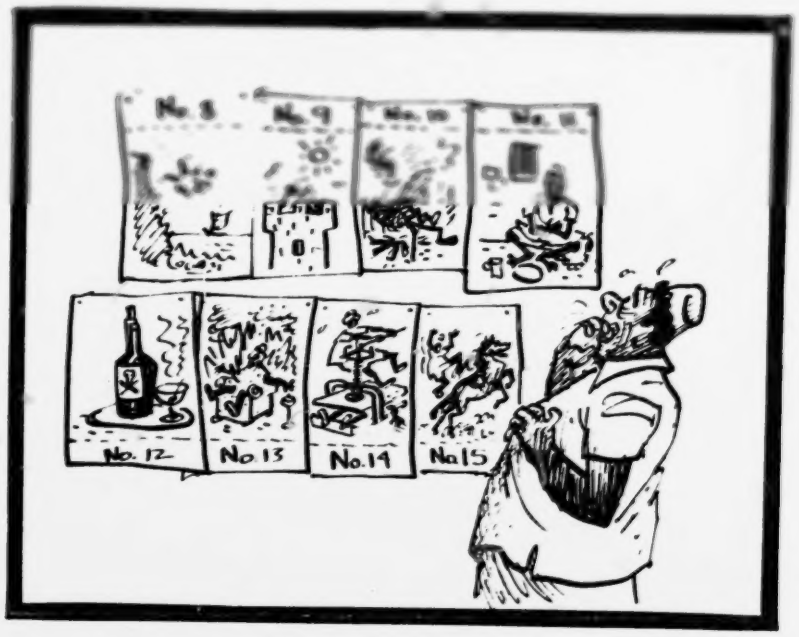
XXIV

Yule mtu akachagua kukatwa kichwa kwa upanga.

Basi baada ya watu wote kukusanyika pamoja, sultani akamwamuru askari mmoja alete upanga mkali akamkate kichwa upesi. Yule mtu akakatwa kichwa pale pale mbele ya watu wote. Basi hii ndiyo adhabu aliyopewa kwa kutokuwa na shukrani ya fadhili aliyotendewa na mwenziwe.

XXII

XXIII



XXIV

3RD PERIOD | PATTERN DRILLS | LESSON 79

KIPINDI CHA 3 | MAZOEZI | SOMO LA 79

Step 1
Hatua ya 1 Drills on the Stative Verb Form

1. Repetition and Substitution drills.

a. Koti langu limeraruka.

kanzu, shati, suruali

b. Askari amesumbuka kwa maneno ya kapteni.

huzunika, kasirika

c. Chakula hiki hakiliki.

matunda, mkate

d. Nionyeshe njia inayopitika, hii haipitiki.

ambia, pitisha

e. Vitabu hivi vyasomeka.

magazeti, barua

2. Pattern response drills

a. Bwana ameshughulika sasa?
Ndio Bwana ameshughulika.

b. Umefunga mlango?
La, mlango huu haufungiki.

c. Tafadhali fungua madirisha.
Madirisha haya hayafunguki.

d. Jinsi gani nguo zimeharibika?
Zimeharibiwa na mvua.

e. Umepewa fedha na baba yako?
Ndio baba yangu alinipa fedha.

f. Makosa yetu yamesahaulika?
Ndio, tumeyasahau yote.

g. e, Mtumishi, kazi hii yafanyika?
La, Bwana, kazi hii haifanyiki.

h. Maneno haya yameandikwa na nani?
Yameandikwa na Rais.

Step 2
Hatua ya 2 After the drills there will be a 20 minute clab session during which the students will listen to the story.

Step 3
Hatua ya 3 Homework: Study of the story for retelling.

4TH PERIOD (First Hour in the Morning) LESSON 79

KIPINDI CHA 4 SOMO LA 79

Step 1
Hatua ya 1 Recitation of the story.

Step 2
Hatua ya 2 Any idioms or special expressions arising out of the story will be discussed and practiced. The choice of these will depend upon the general ability of the particular class.

1. Comprehension Drills

These will be read orally, or on tape, and the student's comprehension checked.

a. Yule mtu alikamatwa na kuletwa mbele ya sultani. Bila kuhukumiwa na kuunguzwa vema kama ni mhalifu hasa au siyo, sultani aliamuru awekwe tayari kwa kuuawa.

b. Wakati huu fahamu yote ilikuwa imekwisha mtoka, na ilikuwa bado dakika chache tu kwa kufariki dunia.

c. Kisha wale wanyama watatu waliondoka na kwenda zao.

d. Mnyama ye yote na awe mkali atakavyokuwa, akitendewa ukarimu bila shaka hugeuka kuwa rafiki ya wanadamu.

e. Aliona shimo kubwa sana, na ndani yake wametumbukia simba, tumbili, nyoka na mwanadamu.

f. Haifai kusadiki lo lote atakalosema.

g. Leo kwa mwenzangu, kesho kwangu.

h. Yule mtu akasimulia kisa chote, tangu mwanzo wake mpaka mwisho.

i. Mara kukazuka zahama katika nyumba.

j. Baada ya watu wote kukusanyika pamoja, sultani akamwamuru askari mmoja alete upanga mkali aka-mkate kichwa upesi.

2. Following the comprehension drill, the instructor will give the English of the above sentences and the student will give the Swahili equivalent.

6TH PERIOD

KIPINDI CHA 6

LESSON 79

SOMO LA 79

This period will be devoted to short comprehension exercises based on taped material.

Comprehension will be checked by means of True - False statements or Multiple Choice answers. In some cases the students will be asked to give the English equivalent of what was said on the tape.

1. The Stative (KA) form of the Verb.

The characteristic ending of the Stative form of the verb is KA. Refer again to the Pattern Diagram in the General Introduction to the Derived Forms, to make sure that you understand the formation of the phonetic links between the stem and the ending.

e.g. Kata - Katika
Vunja - Vunjika
Sema - Semeka
Soma - Someka
Twaa - Twalika

2. The Stative form is used for 2 purposes:

a. To express a resulting state or condition after an action.

e.g. Aluvunja kikombe, sasa kikombe kimevunjika.
He broke the cup, now the cup is broken.

Notice again that **no one** is named as having broken the cup. If someone is named, then the passive is used.

e.g. Sahani imevunjwa na mtoto.
The plate was broken by the child.

Sahani imevunjika.
The plate broke.

Maji yalimwagwa na fulani.
The water was spilled by so-and-so.

Maji yalimwagika.
The water got spilled.

b. The Stative form is also used to express the idea of possibility, i.e. be edible, be passable, etc.

e.g. Kupita - To pass Kupitika - To be passable
Kula - To eat Kulika - To be edible

SWAHILI BASIC COURSE

LESSON 80

1458-1459

1. LANGUAGE STRUCTURE

a. The Prepositional verb form A. (ia, ea, lia, lea).

Refer to Generalization for explanation of structural features in this lesson.

2. CONTENT STRUCTURE

a. Situational Setting: Series of scenes from a story "Zerubabeli". Part I

b. Cultural Note: None

c. Lexical Items:

akida (ma)	(leader, commander)
ambatana	(cling together)
angamia	(be destroyed, perish)
bembeleza	(coax, soothe)
changamko (ma)	(entertainment, amusement)
dalili	(sign, token)
deni	(debt)
enzi	(power)
fahari	(grandeur, glory)
hatamu	(bridle)
huzuni	(grief)
jimbo (ma)	(district, province, state)
kadhalika	(in like manner, likewise)
kilemba (vi)	(turban)
kitani	(flax, linen)
kodolea macho	(stare at)
kwaa (ku)	(to stumble)
lea	(rear, bring up)
levuka	(get sober)
liwali (ma)	(governor, headman)
madaha	(airs, graces)
mto	(cushion, pillow)
mvinyo	(wine, spirits)
nena	(speak, utter)
nyara	(booty, spoils, plunder)

piga chuku	(exaggerate)
rukwa na akili	(lose one's head)
suria	(concubine)
-taalamu	(educated, scholarly, well-informed)
taji	(crown)
tia muhuri	(seal, confirm, sign)
tokeza midomo	(pout)
towesha (ku)	(ruin)
toza kodi	(collect taxes)
Uajemi	(Persia)
ufafanuzi (ma)	(explanation, interpretation)
ukunjufu	(cheerfulness, good temper)
urujuani	(violet (color)
yatima	(orphan)

1ST PERIOD | PERCEPTION DRILLS | LESSON 80

KIPINDI CHA KWANZA | MAZOEZI | SOMO LA 80

Note: Refer to Generalization for explanation of structural features of this lesson.

Step 1
Hatua ya 1 Auditory perception and comprehension

Step 2
Hatua ya 2 Oral production of minimum utterances

1. Drills on the Prepositional forms of the verb.

   a. Aliandika barua.
      Aliniandikia barua.

   b. Nilipika chakula.
      Niliwapikia chakula.

   c. Mwanafunzi alisoma kitabu.
      Mwanafunzi alinisomea kitabu.

   d. Mtumishi alifagia nyumba.
      Mtumishi alinifagilia nyumba.

   e. Alinipatia kisu.
      Kisu cha kukatia nyama.
      Alinipatia kisu cha kukatia nyama.

2. Drills using new expressions

   a. Kukodolea macho
      Kwa nini unanikodolea macho?
      Usinikodolee macho.

b. Kurukwa na akili zao.
Ni wengi waliorukwa na akili zao.
Ni wengi waliorukwa na akili zao kwa ajili ya wanawake.

c. Kinywa wazi
Akamtazama kinywa wazi.

d. Kutokeza midomo
Mtoto alitokeza midomo.

e. Kubembeleza
Mama amembembeleza mtoto.
Kumbembeleza ili aridhie

f. Kupiga chuku
Alipiga chuku katika mambo yote.

2ND PERIOD | SWAHILI NARRATIVE | LESSON 80

KIPINDI CHA PILI | SOMO LA 80

KISA CHA ZERUBABELI

SEHEMU YA KWANZA

I

Hapo kale mfalme Dario alifanya karamu kubwa. Aliwaalika wakuu wa Umedi na Uajemi. Hao walikuwa maakida na majemadari, na wengine walikuwa maliwali katika nchi mbalimbali kutoka Bara Hindi mpaka Etiopya. Wote walifika karamuni, wakala, wakanywa, wakashiba, baadaye wakarudi kwao tena. Mfalme Dario akapumzika, akaingia chumbani mwake akalala usingizi.

II

Mfalme alipokuwa akilala, vijana watatu walimtumikia chumbani kwake na kumlinda mfalme. Hao walianza kuongea, wakasema: "Haya, tushindane. Kila mmoja wetu ataje kitu aonacho kina nguvu kupita vingine vyote, na aandike maoni yake juu ya karatasi. Halafu mfalme atakapoamka apewe maandiko yetu ayasome. Yule atakayeshinda apewe zawadi na heshima kubwa kutoka mfalme, kama:-

Kuvikwa mavazi ya urujuani,
Kupata kunywa kutoka kikombe cha dhahabu,
Kukilalia kitanda kizuri sana,
Kuchukuliwa katika gari na farasi wenye hatamu za dhahabu,
Kuvaa mkufu wa dhahabu shingoni mwake, na kadhalika.
Zaidi ya hayo aketi karibu na mfalme Dario na kuheshimiwa kama jamaa yake.

Basi wakaandika kila mtu neno lake, wakatia muhuri, wakaweka yote chini ya mto wa Dario. Wa kwanza aliandika: "Mvinyo ina nguvu kupita vyote." Wa pili akaandika: "Mfalme ndiye ana nguvu kabisa." Na wa tatu aliandika: "Wanawake ndio wenye nguvu nyingi zaidi, lakini kupita yote ukweli hushinda.

III

Mfalme alipokwisha kuamka, vijana walimletea maandiko yao wakampa. Mfalme alipokwisha kuyasoma alistaajabu sana, na hivyo aliwakusanya wakuu, madiwani na maakida wake waje kusikiliza vijana wakieleza kila mtu neno lake. Ndipo waamue ufafanuzi wa fikira za vijana na kumchagua mshindi.

LESSON 80-a

IV

Kijana wa kwanza aliyeandika kwamba "Mvinyo ina nguvu kupita vyote," akaeleza:- "Mabwana, mvinyo ina nguvu nyingi ajabu. Inawafanya wote watakaoinywa kufanya makosa. Kumbe, hufanya akili ya yatima hata ya mfalme kuwa sawa. Vivyo hivyo inawatendea watumwa na walio huru, maskini na tajiri, ikiwachafua akili zao na kuyageuza mawazo yao kuwa makunjufu na machangamko wasikumbuke deni wala huzuni. Watu wanapolewa kwa mvinyo pia husahau upendo wao kwa rafiki au ndugu, hata wavute upanga. Baada ya kulevuka hawawezi kukumbuka waliyo-yafanya. Je! si kweli, mabwana, ya kuwa mvinyo ina nguvu kupita vyote?" Naye alipokwisha kunena, akanyamaza.

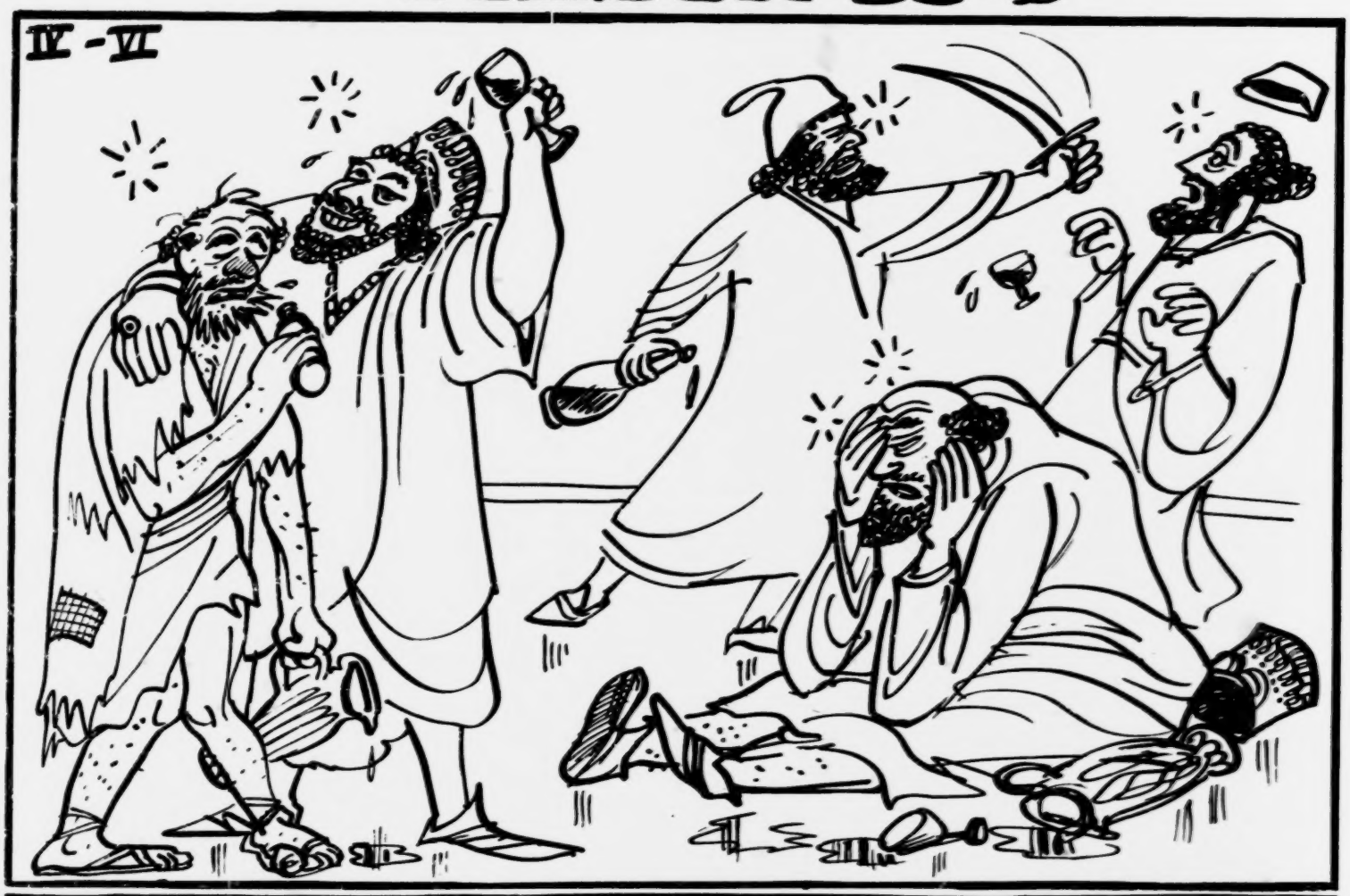
V

Kisha yule wa pili aliyetaja kwamba "Mfalme ndiye ana nguvu kabisa," alipaaza sauti yake akasema:- "Mabwana, wale wenye nguvu hasa ambao wanatawala bahari na nchi na vitu vyote vilivyomo, si wanadamu? Lakini mfalme huzidi kwa nguvu. Ndiye bwana wao na huwatawala. Kwa mambo yote hutii kwa jinsi anavyoamuru. Akiwaamuru wapigane, wao hupigana; aki-waamrisha kupambana na adui, huenda na hushambulia maboma na ngome kuu. Kuua, wako tayari kuuawa, wala hawaihalifu amri ya mfalme. Ikitokea wameshinda, humletea mfalme vitu vyote vilivyotekwa vitani. Kadhalika wale wasio askari na kazi yao ni ukulima, pia humletea mfalme sehemu ya mavuno yao, na hutozwa kodi kwa ajili ya mfalme.

VI

Naye mfalme ni mtu mmoja tu; akisema, Ua, huua; aki-sema, Achilia, huachilia; akisema, Piga, hupiga; akisema, Jenga, hujenga; akisema, Kata, hukata; akisema Panda, hu-panda. Hivyo watu wote na majeshi yake yote humtii. Ikiwa mfalme analala, anakula, anakunywa, au anapumzika, wengine wanahudhuria na kumlinda. Hakuna awezaye kuondoka na ku-fuata shughuli zake mwenyewe. Basi, mabwana, yawezaje kuwa mfalme siye mwenye nguvu kupita wote ikiwa hutiiwa hivyo?" Naye pia akanyamaza.

LESSON 80-b



KIPINDI CHA PILI SOMO LA 80

VII

Ndipo kijana wa tatu aliyetaja kwamba, "Wanawake ndio wenye nguvu nyingi zaidi, lakini kupita yote ukweli hushinda," akasimama akasema:- "Mabwana, mlisikia habari za nguvu za mfalme, hata nguvu za mvinyo, lakini ni nani basi wanaotawala hata hao? Je, si wanawake?

Wanawake ndio waliomzaa mfalme na watu wote wanaotawala bahari na nchi. Ni wanawake waliowalea, waliowafanyizia wanaume mavazi yao na kuwaletea fahari yao. Pasipo wanawake wanaume hawawezi hata kuwapo. Zaidi ya hayo, ikiwa wanaume wamekusanya dhahabu na fedha, na wakimwona mwanamke mwenye madaha na sura nzuri ya kutamani, huacha vyote ili wamwachamie na wamkodolee macho. Kweli humtamani yeye kuliko dhahabu au fedha au vitu vingine.

VIII

Mwanamume humwacha baba yake aliyemlea, hata na nchi yake, ili aambatane na mkewe. Hakawii ili apate kuishi siku za maisha yake na mkewe, wala hakumbuki tena wazazi wala nchi yake.

Haikosi mtafahamu ya kwamba ndio ni wanawake wanaotawala mkifikiria haya:

Je, hamjibidishi kufanya kazi ili mletee mwanamke mapato yenu? Tena pengine mtu huchukua upanga wake akaenda kushambulia, kunyang'anya, na kuiba kwa ajili yake. Au husafiri juu ya bahari na mito, yu tayari kupambana na simba, kupitia nchi zenye giza, ili amletee mpenzi wake mapato yake. Hivyo mtu humpenda mkewe kuliko baba au mama. Naam, ni wengi waliorukwa na akili zao kwa sababu ya wanawake. Je, ninyi bado hamsadiki hayo?

IX

"Mwangalieni mfalme katika nguvu zake, na jinsi wote katika majimbo humwogopa hata kumgusa. Walakini juzi juzi nilimwona Apame, suria ya mfalme, jinsi alivyokuwa ameketi mkono wa kuume wa mfalme, akiitwa taji kutoka kichwa cha mfalme, akaiweka juu ya kichwa chake mwenyewe. Naam, hata akathubutu kumpiga mfalme kwa mkono wake wa kushoto. Ingawa mfalme alishtuka, alimtazama tu kinywa wazi. Suria akimchekea, naye hucheka pia; akimkasirikia naye hufanya bidii kumbembeleza ili amridhie tena. Ee mabwana, kweli kweli si dhahiri ya kuwa wanawake wana nguvu nyingi zaidi wakiweza kufanya hivyo?"

LESSON 80-C

3RD PERIOD | PATTERN DRILLS | LESSON 80

KIPINDI CHA 3 | MAZOEZI | SOMO LA 80

Step 1
Hatua ya 1 Drills on the Prepositional Verb Form

1. Repetition drills

a. Utanichagulia askari wanne kulinda zamu.

b. Mpishi atawapikia askari chakula chao.

c. Utakapofika kwako, nisalimie baba.

d. Kesho askari watahamia kambi nyingine.

e. Tuliwatafutia wagonjwa maua mazuri.

f. Bwana huwalipia watumishi wake mshahara wao.

g. Nipe fedha ili nikununulie chakula.

h. Nenda kaninunulie kisu cha kukatia nyama.

i. Viondolee mbali vitu hivi, sivitaki tena.

j. Rafiki yangu aliniandikia barua.

2. Pattern response drills

a. Watu wale wanamngojea nani?
Wanamngojea Sajini.

b. Ali amewajengea wazazi wake nyumba?
Ndio amewajengea wazazi wake nyumba mjini.

c. Serikali huwalipia walimu mshahara wao tarehe gani?
Serikali huwalipia walimu mshahara wao mwisho wa mwezi.

d. Nikuletee nini, bwana?
Tafadhali niletee maji ya baridi kunawia mikono.

e. Wanafunzi watatuimbia nyimbo?
Ndio watatuimbia nyimbo baadaye kidogo.

f. Nani amemlimia shamba lake?
Rafiki yake amemlimia shamba lake.

Step 2
Hatua ya 2 After the drills there will be a 20 minute clab session during which the students will listen to the story.

Step 3
Hatua ya 3 Homework: Preparation of the story for retelling.

4TH PERIOD (First hour in the morning) LESSON 80

KIPINDI CHA 4 SOMO LA 80

Step 1
Hatua ya 1 Recitation of the story.

Step 2
Hatua ya 2 Any idioms or special expressions arising out of the story will be discussed and practiced. The choice of these will depend upon the general ability of the particular class.

5TH PERIOD | RECOMBINATION DRILLS | LESSON 80

KIPINDI CHA 5 | MAZOEZI | SOMO LA 80

1. Comprehension drills - These will be read orally, or on tape, and the student's comprehension will be checked.

   a. Mtoto atakuchukulia mzigo wako.

   b. Tulinunua mitego ya kukamatia panya.

   c. Mawe haya hayafai ya kujengea nyumba.

   d. Yafaa sasa binti yetu aolewe. Huna budi kumtafutia mume.

   e. Lakini yule kijana mwanamke akakataa katakata kuolewa na Upepo. Alisema, "Nitafutie mume mwingine aliye mkuu zaidi kuliko yeye."

   f. Mwishoni akakubali kumfungulia mlango wa mtego.

   g. Ni kweli si haki kumlipa mwenzio mabaya ikiwa amekutendea fadhili njema.

   h. Walijijengea nyumba na kujilimia mashamba.

   i. Mfalme alifanya karamu kubwa kwa raia zake wote, na wote waliozaliwa nyumbani mwake.

   j. Basi ikawa, mfalme alipokwisha kuamka, walichukua maandiko wakampa, naye akayasoma.

   k. Akina bwana, wale wenye nguvu hasa, ambao wanatawala bahari na nchi na vitu vyote vilivyomo, si wanadamu?

   l. Naam, ni wengi waliorukwa na akili zao kwa ajili ya wanawake, hata kuuingia utumwa kwa ajili yao.

2. Following the comprehension drill, the instructor will give the English of the above sentences and the student will give the Swahili equivalent.

6TH PERIOD

KIPINDI CHA 6

LESSON 80

SOMO LA 80

This period will be devoted to short comprehension exercises based on taped material.

Comprehension will be checked by means of True - False statements or Multiple Choice answers. In some cases the students will be asked to give the English equivalent of what was said on the tape.

1. The Prepositional Form of the Verb.

When a preposition like TO is used in English, the Prepositional Form of the Verb is used in Swahili. This is obtained by adding a vowel I or E between the stem and the final vowel. Study again the pattern diagram in the General Introduction, which gives the use of the phonetic link in the Prepositional Form of the Verb.

This gives us a form which means to do something for, to or with somebody or something, either for their advantage or for their disadvantage.

e.g. Alinileteа kofia - He brought me a hat.
Niletee chakula - Bring me food.
Aliniibia nguo - He stole clothes from me. (He stole my clothes)

Note that the object prefix must also be used.

2. Another use of the prepositional form of the verb is to show purpose.

e.g. Kisu cha kukatia nyama - A knife to cut meat with.
Masikio ya kusikilia - Ears to hear with.
Nyumba ya kukalia - A house to live in.

3. The Prepositional form of the verb can be used to express motion towards an object or place.

e.g. Mtoto alimkimbilia mama yake.
The child ran to his mother.

Mfalme alimgeukia mtumishi wake.
The king turned to his servant.

SWAHILI BASIC COURSE

LESSON 81

1476 - 1477

1. LANGUAGE STRUCTURE

a. The Causative verb form ending in SHA or ZA.

Refer to Generalization for explanation of structural features in this lesson.

2. CONTENT STRUCTURE

a. Situational Setting: Series of scenes from a story, "Zerubabeli". Part 2

b. Cultural Note: None

c. Lexical Items:

ahimidiwe Mungu	(God be praised!)
aidha	(further, moreover)
busu (ku)	(to kiss)
busu (ma)	(kiss)
dhabihu	(sacrifice)
diwani (ma)	(councillors)
elekea	(point or face toward)
hekalu (ma)	(temple)
konde (ma)	(cultivated piece of ground)
kuhani (ma)	(priest)
madhabahu	(place of sacrifice)
madhali	(since, because, seeing that)
milele	(always)
milki	(dominion, kingdom)
nadhiri	(vow, solemn promise)
pasha habari	(spread the news)
rushwa	(bribe)
thabiti	(firm, constant)
timiza	(fulfill, complete)
twaa	(take)
udhalimu	(injustice, tyranny)
ujenzi (ma)	(construction, building operations)
upendeleo (ma)	(favoritism)

1ST PERIOD | PERCEPTION DRILLS | LESSON 81

KIPINDI CHA KWANZA | MAZOEZI | SOMO LA 81

Note: Refer to Generalization for explanation of structural features of this lesson.

Step 1
Hatua ya 1 Auditory perception and comprehension

Step 2
Hatua ya 2 Oral production of minimum utterances

1. Drills on the Causative Verb Form

   a. Sahani imeanguka.
      Mtumishi aliangusha sahani.

   b. Watoto wameamka.
      Mama aliamsha watoto.

   c. Alinikataza kuingia.
      Walitukataza kwenda.

   d. Nilikujulisha habari.
      Ningependa kukujulisha rafiki yangu.
      Ningependa kujijulisha kwako.

   e. Dada alisafisha nyumba, sasa nyumba ni safi.
      Nimetayarisha chakula, sasa chakula ni tayari.

2. Drills using new expressions

   a. Kupasha habari
      Alipasha habari po pote.
      Akawapasha habari ndugu zake.

b. Udhalimu
Hamna udhalimu
Ndani yake hamna udhalimu.

c. Wanadamu wote ni dhalimu.
Matendo yao ni dhalimu.

d. Nadhiri
Akatoa nadhiri
Akatimiza nadhiri

e. Thabiti
Kweli hukaa thabiti

f. Hakuna upendeleo.
Hakuna upendeleo wala rushwa.

KISA CHA ZERUBABELI

SEHEMU YA PILI

I

Baada ya kueleza nguvu za wanawake, mfalme na madiwani walianza kutazamana, na hapo Zerubabeli aliendelea kutoa maoni yake juu ya Ukweli, akasema:- "Je, mabwana, wanawake si wenye nguvu? Basi na dunia ni kubwa, na mbingu ni juu, na jua laonekana kwenda mbio katika njia yake, mradi huzunguka mbinguni na kuparudia mahali pake katika siku moja. Je, yeye aliyeweka mpango kama huo ulimwenguni mzima siye mkuu? Ukweli wake ni mkuu, na una nguvu kupita mambo yote. Dunia hutafuta ukweli huo, na mbingu huibariki. Viumbe vyote hutetemeka mbele yake kwani haumo udhalimu ndani yake. Ila hapa duniani mvinyo ina udhalimu, mfalme aweza kuwa na udhalimu, wanawake huwa na udhalimu, kweli wanadamu wote ni dhalimu na matendo yao huonyesha hali ya udhalimu, wala hakuna ukweli ndani yake."

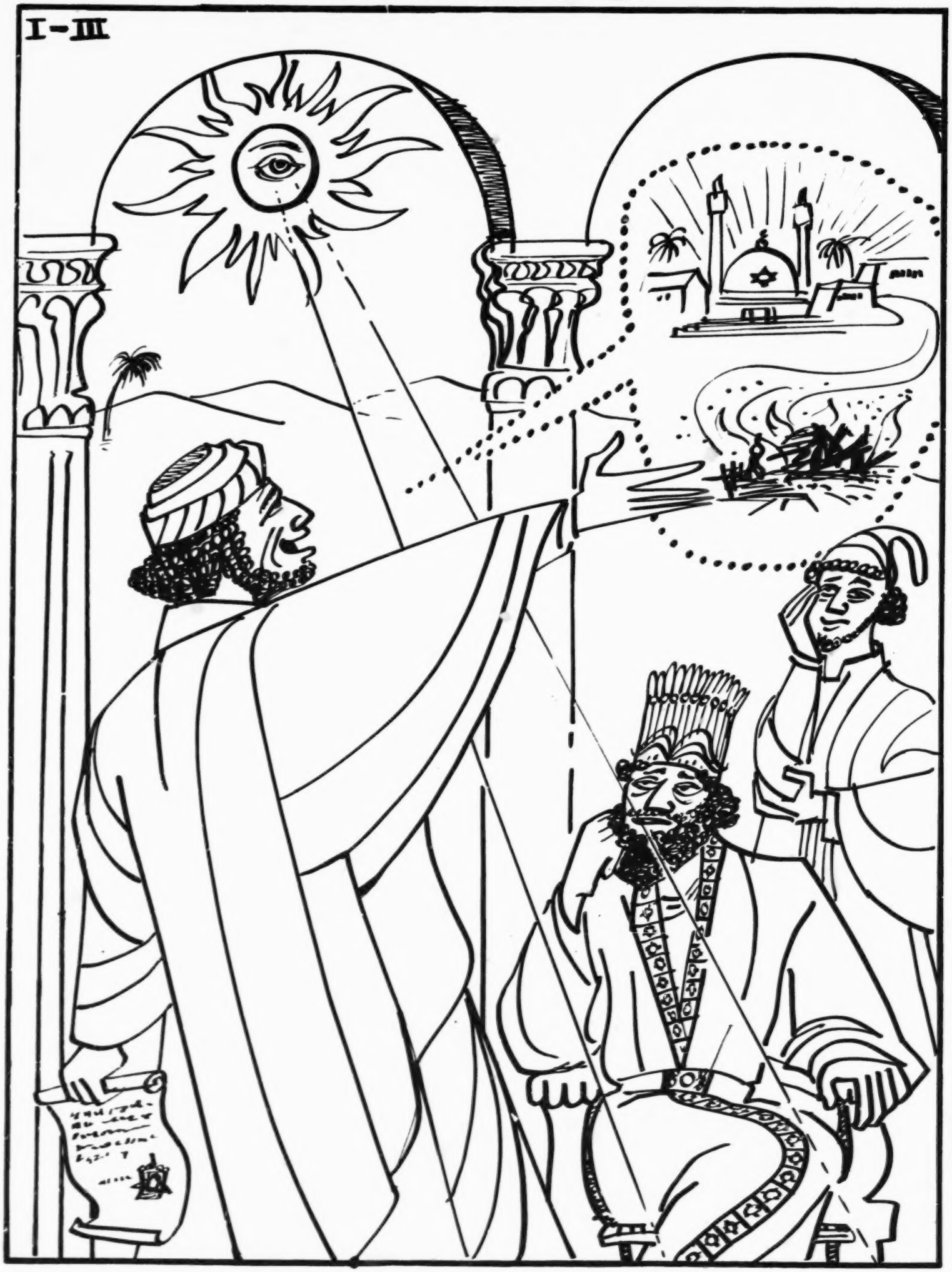
II

"Bali ukweli hudumu, daima u thabiti, huishi na kushinda hata milele. Kwake hakuna upendeleo wala rushwa; hutenda yaliyo haki na hupinga udhalimu wote na ubaya wote. Matendo yake huheshimiwa na wanadamu wote. Katika hukumu zake hakuna uovu, ni milki, uwezo na enzi siku zote hata milele. Abarikiwe Mungu wa Ukweli!" Ndipo akanyamaza, ilakini watu walipaaza sauti, wakasema: "Ukweli ndio ulio mkuu na una nguvu kupita mambo yote."

III

Hapo mfalme akamwambia Zerubabeli, "Omba lolote utakalo, hata zaidi kuliko yale yaliyoandikwa, nawe utapewa, maana umeonekana kuwa mtaalamu. Utaketi karibu nami na kuheshimiwa." Zerubabeli akamjibu mfalme: "Kumbuka nadhiri yako uliyoitoa siku ile uliposhika ufalme wako, ulipo ahidi kuujenga tena mji wa Yerusalemu uliobomolewa, na kuvirudisha vyombo vyote vilivyochukuliwa kutoka Yerusalemu. Pia uliahidi kuijenga tena hekalu iliyoteketezwa na Waedomi wakati nchi ya Yuda iliposhambuliwa na kuharibiwa na Wakaldea. Hivyo sasa nakusihi, ee mfalme, nionyeshe ukarimu wako wa kifalme na uitimize nadhiri ile uliyoitoa mbele za Mfalme wa Mbinguni kwa kinywa chako mwenyewe."

LESSON 81-a



IV

Ndipo mfalme Dario alisimama akambusu Zerubabeli. Halafu akaandika barua kwa ajili yake kwa watunza hazina wote, na kwa maliwali, na majemadari na maakida ili wamsaidie kufika Yerusalemu salama pamoja na wote watakaofuatana naye kwenda kuujenga tena mji wa Yerusalemu. Tena akawaandikia maliwali wote waliokuwako huko katika nchi ya Shamu, na Foiniki, na Lebanoni makusudi waipeleke mierezi ya Lebanoni mpaka Yerusalemu, na pia washirikiane naye katika kazi za kuujenga mji. Zaidi ya hayo aliandika kwa ajili ya Wayahudi wote waliokaa katika majimbo yake kwamba wapewe uhuru kurudi nchi ya Uyahudi. Alitoa amri wasitozwe kodi, na aliwaamrisha Waedomi waitoe miji ya Wayahudi waliyoishika wakati ule.

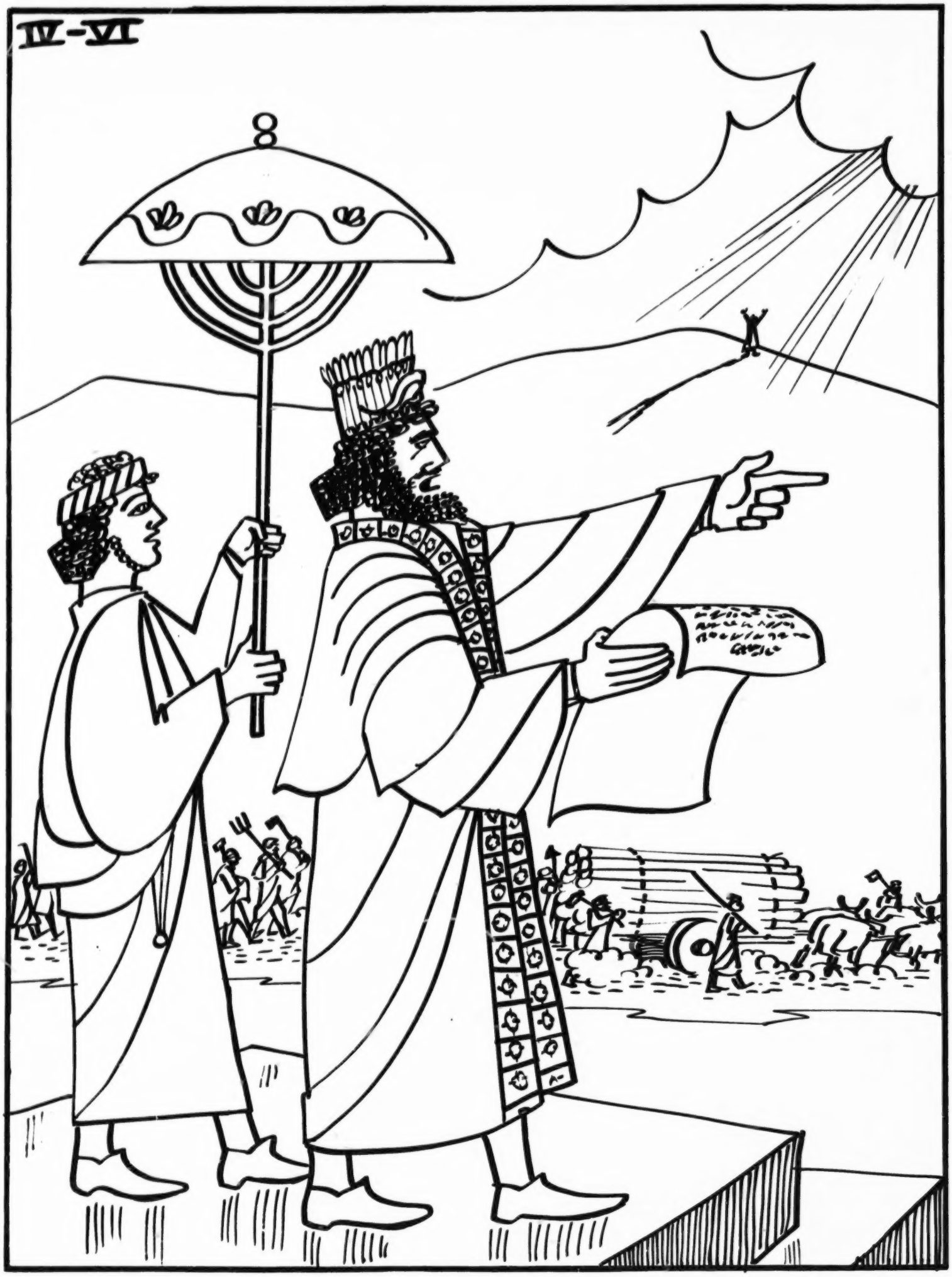
V

Pia aliamuru talanta ishirini zitolewe kila mwaka kwa ujenzi wa Hekalu; na siyo kwa ujenzi tu, lakini talanta hizo zitolewe hata wakati Hekalu itakapokwisha kujengwa. Zaidi ya hayo talanta nyingine kumi zitolewe kila mwaka kulipa gharama za dhabihu zitakazotolewa madhabahuni kila siku. Na makuhani wapewe posho yao na mavazi ya ukuhani watakayoyavaa wakati wa kuhudumu. Tena akaamuru kwamba wote walioulinda mji wapewe makonde na mshahara. Tena vyombo vyote vya Hekalu vilivyochukuliwa Babeli na mfalme Kiro sasa virudishwe vyote kule Yerusalemu tena.

VI

Hapo yule kijana, yaani Zerubabeli, akauinua uso wake mbinguni, akamhimidi Mfalme wa Mbinguni, akasema: "Ndio kwako Wewe hutoka ushindi, hekima na ukweli. Utukufu una Wewe, nami ni mtumwa wako. Umehimidiwa Wewe uliyenipa hekima, nami nakushukuru Wewe, Mungu wa baba zetu." Hivyo Zerubabeli, aliyekuwa mshindi katika mashindano kati ya vijana hao watatu, hakujitafutia heshima na utajiri kwake mwenyewe, lakini alikumbuka akina watu wake waliokuwa utumwani, na aliwaombea uhuru kwa mfalme Dario. Alipofaulu kwa kuwapatia uhuru na kupata msaada kuujenga upya mji wa Yerusalemu pamoja na Hekalu, alifurahi sana na kumshukuru Mungu katika hayo yote.

LESSON 81-b



Step 1
Hatua ya 1 Drills on the Causative Verb Form

1. Repetition and substitution drills

a. Niamshe saa kumi na mbili asubuhi.
O7OO hrs., O745 hrs., O815 hrs.

b. Mwalimu anawasomesha watoto wake.
fundisha, chezesha

c. Daktari aliwaponya wagonjwa.
lalisha, ketisha

d. Mwuzaji atapunguza bei ya viatu.
pandisha, badilisha

e. Amemfurahisha rafiki kwa maua.
pendeza, changamsha

f. Mlinzi hodari aliwastusha wevi.
kamata, umiza

g. Kapteni aliamuru askari waingize mabeti kibandani.
bunduki, blanketi

h. Angalieni! Msiwaumize watoto mkicheza mpira.
angusha, sahau

2. Pattern response drills

a. Unajua kuendesha motokaa?
Ndio ninajua kuendesha motokaa.

b. Ndege ngapi zilikuja kuangusha mabomu?
Ndege tano zilikuja kuangusha mabomu.

c. Ulimi unatuwezesha kuonja?
Ndio, unatuwezesha kutamka maneno pia.

d. Utarudisha kitabu lini?
Nitakirudisha kesho.

e. Pombe itawalewesha watu wale?
Ndio itawalewesha.

f. Ungeweza kunikopesha pesa?
Ndio nitakukopesha sh. 100/-.

Step 2
Hatua ya 2 After the drills there will be a 20 minute clab session during which the students will listen to the story.

Step 3
Hatua ya 3 Homework: Preparation of the story for retelling.

4TH PERIOD (First hour in the Morning) LESSON 81

KIPINDI CHA 4 SOMO LA 81

Step 1
Hatua ya 1 Recitation of the story

Step 2
Hatua ya 2 Any idioms or special expressions arising out of the story will be discussed and practiced. The choice of these will depend upon the general ability of the particular class.

5TH PERIOD | RECOMBINATION DRILLS | LESSON 81

KIPINDI CHA 5 | MAZOEZI | SOMO LA 81

1. Comprehension drills - These will be read orally, or on tape, and the student's comprehension will be checked.

   a. Alitaka kujilaza chini, lakini hathubutu.

   b. Bwana Chui alikoroma, "Kula majani, Bwana Mbuzi, ukiisha kushibisha tumbo lako vema, nitakula wewe."

   c. Alijiepusha taratibu kama alivyoweza, na akakimbia kwa kasi sana.

   d. Habari hii inanitatanisha sana, wala siwezi kuelewa nayo.

   e. Watu wale walimlisha mamba huyo kwa muda mrefu, hata akawazoea sana akawa rafiki mkubwa wa watu.

   f. Mwenye kiti alipaaza sauti yake ili wote wapate kusikia.

   g. Matunda hayo yalimburudisha sana.

   h. Rafiki yake alimkaribisha vizuri, akamwandalia wali na nyama, akamtengenezea kahawa na kila kitu cha kumburudisha.

   i. Ni nani wanaowatawala hata wafalme, naam, na kuwatiisha? Je! si wanawake?

   j. Nakusihi uitumize nadhiri ile uliyoitoa kwa kinywa chako mwenyewe.

   k. Hivyo akazitwaa zile barua, akaondoka, akauendea Babeli, akawapasha habari ndugu zake wote. Nao wakafanya karamu ya furaha, kwa vinanda na kwa changamko siku saba.

2. Following the comprehension drill, the instructor will then give the English of the above sentences and the student will give the Swahili equivalent.

6TH PERIOD LESSON 81

KIPINDI CHA 6 SOMO LA 81

This period will be devoted to short comprehension exercises based on taped material.

Comprehension will be checked by means of True - False statements or Multiple Choice answers. In some cases the students will be asked to give the English equivalent of what was said on the tape.

1. The Causative Verb Form (-SHA, or -ZA)

The causative form expresses the concept or idea of compulsion. In simple words: someone or something was caused, compelled, or made to do something.

e.g. Alisimamisha kiti = He caused the chair to stand up.

Sasa kiti kinasimama = Now the chair is standing.

2. The causative suffixes are -SHA or -ZA. There is a rough rule to guide us as to when to use one or the other of these suffixes, and that is this: Use -SHA in all normal cases where the verb ends in one vowel, and use -ZA when the verb ends in 2 or more vowels. Now let us look at the first rule, where the ending is -SHA, and where the phonetic link I or E is used according to rules explained earlier:-

e.g. lala > lalisha = cause or make to lie down

pita > pitisha = cause to pass

funga > fungisha = cause to fasten

cheza > chezesha = cause to play

soma > somesha = cause to read

3. The student has learned that when there are 2 or more vowels at the end of a verb, then normally the phonetic link would be LI or LE. But the causative is irregular in this respect and omits the link completely in such instances, and the causative ending -SHA now becomes -ZA in 98% of such cases, and we get:-

e.g. kimbia > kimbiza = make to run

potea > poteza = cause to get lost, lose

pungua	>	punguza	= make less, decrease
jaa	>	jaza	= make full, fill
ingia	>	ingiza	= put inside
kataa	>	kataza	= forbid
zoea	>	zoeza	= get used to, practice
oa	>	oza	= cause to marry
umia	>	umiza	= cause to get hurt
legea	>	legeza	= to loosen

Some of the common exceptions to this rule are:

zaa	>	zalisha	= cause to bear, act as midwife
jua	>	julisha	= inform
sahau	>	sahaulisha	= make one forget
kaa	>	kalisha	= make one stay

4. Make note of the following irregular forms which also omit the phonetic link:

amka	>	amsha	= awaken
anguka	>	angusha	= cause to drop, drop
chemka	>	chemsha	= cause to boil
waka	>	washa	= to light, turn on a light
vuka	>	vusha	= make to cross over
ruka	>	rusha	= make fly

ogopa	>	ogofya	=	frighten, make afraid
pona	>	ponya	=	heal, make well
ona	>	onya	=	warn

5. Verbs ending in 'i' do not take a link and just add the causative ending, usually -SHA.

keti	>	ketisha	=	make sit, to seat
rudi	>	rudisha	=	give back, return
tii	>	tiisha	=	make to obey
zidi	>	zidisha	=	to make more, increase
furahi	>	furahisha	=	to make glad

6. Some adjectives can be drawn into a verbal construction by use of the causative, and so we get:

safi (clean)	>	safisha	=	make clean
fupi (short)	>	fupisha	=	to shorten
tajiri (rich)	>	tajirisha	=	make rich
tayari (ready)	>	tayarisha	=	make ready
sahihi (correct)	>	sahihisha	=	to correct
rahisi (cheap, easy)	>	rahisisha	=	to make easy, simplify
imara (strong)	>	imarisha	=	make firm or strong
sawa (equal)	>	sawazisha	=	make equal, level
refu (long)	>	refusha	=	lengthen

SWAHILI BASIC COURSE

LESSON 82

1. LANGUAGE STRUCTURE

a. The reciprocal verb form ending with ANA.

Refer to Generalization for explanation of structural features of this lesson.

2. CONTENT STRUCTURE

a. Situational Setting: Series of scenes from the book, "King Solomon's Mines" by H. Rider Haggard Part 1

b. Cultural Note: None

c. Lexical Items:

almasi	(diamond)
anasa	(luxury)
ana wazimu	(he is mad)
dhaifu	(weak)
dharau	(despise, scorn)
gofu (ma)	(ruins)
hadithia	(narrate)
haidhuru	(never mind)
kabila (ma)	(tribe)
kulungu	(species of antelope)
maboromoko	(usually maporomoko ya maji = waterfalls)
mapokeo	(things received, often in the sense of traditions and customs.)
mchawi	(witch, sorcerer)
mnyonge	(a low, wretched person)
Mreno	(a Portuguese)
mtaa	(district, quarter, division of a town.)
ndovu	(elephant)
pofu	(eland)
suriama (ma)	(a half-caste)
ukoo	(relationship, descent, ancestry)

c. Lexical items continued

upande wa pili	(the other side)
zikwa	(to be buried)

1ST PERIOD | PERCEPTION DRILLS | LESSON 82

KIPINDI CHA KWANZA | MAZOEZI | SOMO LA 82

Note: Refer to Generalization for explanation of structural features of this lesson.

Step 1
Hatua ya 1 Auditory perception and comprehension

Step 2
Hatua ya 2 Oral production of minimum utterances

1. Drills on the Reciprocal Verb Form

   a. Unamjua Ali?
      Ndio, tunajuana.

   b. Juma anapenda ndugu yake?
      Ndio wanapendana.

   c. Mwalimu anasaidia mwanafunzi.
      Mwanafunzi anasaidia mwalimu.
      Wanasaidiana.

   d. Kilonzo anafanana na Juma.
      Juma na Kilonzo wanafanana.

   e. Njiani nilikutana na watu wawili.
      Watu hao walifuatana nami.

2. Drills using new expressions.

   a. Mapokeo
      Habari za mapokeo
      Habari za mapokeo na desturi

   b. Wazimu
      Ana wazimu
      Mtu yule ana wazimu

c. Haidhuru
Sina pesa, lakini haidhuru.

d. Maporomoko ya maji
Maporomoko ya maji ya mto Zambezi

e. Anasa za dunia
Watu wasiotamani anasa za dunia

f. Mashimo ya dhahabu
Mashimo ya almasi
Mashimo ya shaba nyekundu
Mashimo ya madini

g. Umepata kusikia habari?
Sijapata kusikia.

h. gofu - magofu
Magofu ya mji wa zamani
Alivumbua magofu ya mji wa zamani.

Mateuzi Kutoka
"Mashimo ya Mfalme Sulemani"
Kimetungwa na H. Rider Haggard

Sehemu ya Kwanza

I

Basi nikaanza kutoa hadithi yangu, "Kwa kawaida mwajua kuwa wawindaji ndovu ni watu wasiotamani anasa za dunia, wala hawashughuliki katika mambo ila yale yaliyo ya kweli ya dunia, wala desturi na mazoea ya watu weusi. Lakini pengine mwaweza kuonana na mtu mmoja mmoja anayejitia katika mambo ya kuandika habari za desturi na mapokeo na hadithi za watu weusi, na kujaribu kutunga habari zao za zamani za kale. Mtu aliyeniambia maneno haya alikuwa mmoja wa namna hiyo, na sasa tangu aliponiambia maneno haya yapata miaka thelathini iliyopita.

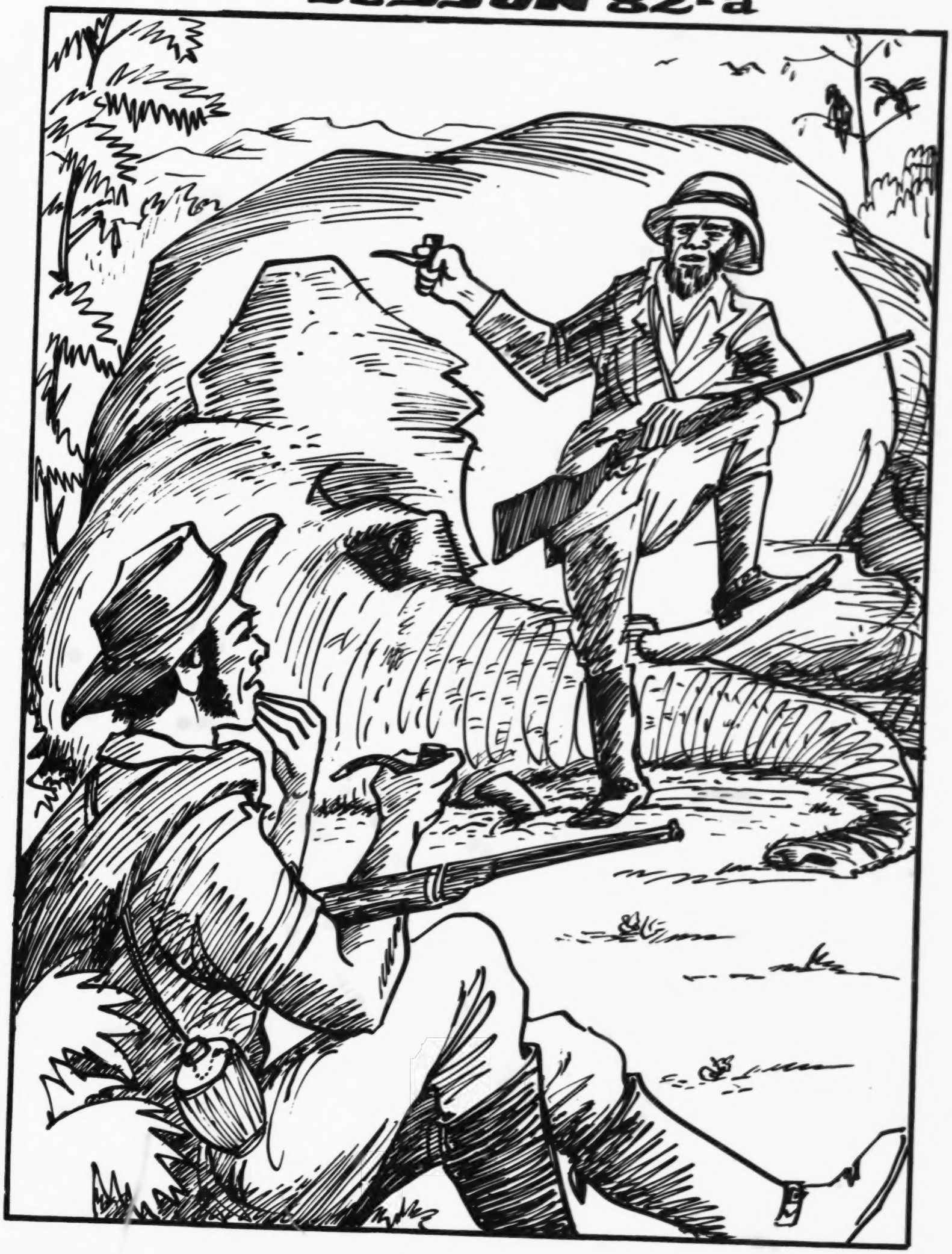
II

Ilikuwa hivi: katika safari yangu ya kwanza nilikwenda kuwinda ndovu katika nchi ya Matabele. Mtu mmoja jina lake aliitwa Evans ndiye aliyeniambia maneno hayo, naye masikini aliuawa na nyati kwa mwaka wa pili yake, akazikwa mahali palipokuwa karibu na maboromoko ya maji ya mto Zambezi. Nami namkumbuka sana kuwa siku moja nilikuwa nikimzungumza habari za kulungu na pofu katika mtaa moja wa Transvaal!

III

Evans akasema, "Ndiyo, lakini mimi nitakutolea hadithi iliyo ya ajabu sana kupita habari za nyama." Akaendelea kuhadithia jinsi alivyopata kuvumbua magofu ya mji wa zamani sana ambao alisadiki kuwa ni mji ule uliokuwa ukiitwa "Ophir" uliotajwa katika Agano la Kale, na tangu siku ile, watu wengi wenye maarifa kuliko marehemu Evans wamesema vile vile. Mimi nikakaa kusikiliza na masikio mawili, maana wakati ule mimi nilikuwa bado kijana, na hadithi zile za kale zilinipendeza sana, na mara akasema "Je, mwanangu, umepata kusikia habari za milima ya Sulemani iliyo kaskazini mwa nchi ya Mashukulumbwe?" Nikamwambia "Sijapata kusikia." Akasema, "Basi, haidhuru haidhuru, kwani hapa ndipo Sulemani alipokuwa na mashimo yake, yaani mashimo ya almasi."

LESSON 82-a



IV

Nikamwuliza "Je, wewe unayajuaje?" Akajibu, "Nayajuaje! Nayajua kwa jina lake lilivyo, na tena niliambiwa na mwanamke mmoja mchawi wa kabila la Isanusi katika nchi ya Manika. Alisema kwamba watu wanaokaa upande wa pili wa milima ile ni ukoo wa Amazulu, wanasema lugha inayofanana na Kizulu, ila wao ni wakubwa, kisha wazuri zaidi ya Amazulu. Lakini kuna wachawi wenye nguvu nyingi wanaokaa humo waliojifunza uchawi wao kwa watu weupe wakati "dunia ilipokuwa giza tupu," tena walikuwa na siri ya shimo la ajabu lenye mawe yale yanayong'aa."

V

Wakati ule nilicheka sana niliposikia hadithi hii nikaidharau, lakini ilinipendeza sana, maana wakati ule mashimo ya almasi yalikuwa bado kuvumbuliwa. Lakini yule marehemu Evans aliuawa, nami nikakaa muda wa miaka ishirini, bila kufikiri jambo lo lote. Baada ya miaka ishirini, na huo ni muda mrefu sana, maana mwindaji ndovu ana shida kuishi miaka ishirini katika kazi yake, nikasikia habari zaidi juu ya milima ya Sulemani na nchi iliyo upande wa pili yake.

VI

Hapo mimi nilikuwa katika nchi ya Manika, kwa mahali paitwapo Kwa Sitanda, napo ni mahali pabaya sana, maana sikuweza kupata chakula wala nyama hakuna. Nilishikwa na homa kali mno hata hali yangu ikawa dhaifu sana, na siku moja akafika Mreno mmoja pamoja na mwenziwe mmoja msuriama. Tukaongea kidogo pamoja, maana yeye aliweza kusema Kiingereza kidogo, nami pia nilijua kusema Kireno kidogo, akaniambia kuwa jina lake ni Jose Silvestre, na tena ana shamba karibu na Delagoa Bay. Lakini siku ya pili yake aliondoka pamoja na mwenziwe, akasema "Kwa heri." Katika kule kusema "Kwa heri," akasema "Bwana, tukionana tena natumaini mimi nitakuwa tajiri kuliko watu wote duniani, nami nitakukumbuka." Nikacheka kidogo, maana nilikuwa mnyonge kwa homa na kwa hivyo sikuweza kucheka sana, nikamwona akienda kuvuka jangwa lile kwenda upande wa magharibi, nikadhani kuwa ana wazimu, au anakwenda kutafuta nini huko?

LESSON 82b

3RD PERIOD | PATTERN DRILLS | LESSON 82

KIPINDI CHA 3 | MAZOEZI | SOMO LA 82

Step 1
Hatua ya 1 Drills on the Reciprocal Verb Form

1. Repetition drills

a. Watu wengi wamesongana sokoni.
barabarani, kanisani, skulini

b. Hamisi alifuatana na ndugu yake.
mwenzake, askari

c. Mimi sipatani na mtu yule.
sisi, wao

d. Sokoni nilikutana na watu watatu.
rafiki, mmoja, mwalimu

e. Karani na mke wake hugombana sikuzote.
saidiana, patana

f. Yawapasa mtu na mwenzake kusameheana.
achiliana, saidiana

g. Watoto walisalimiana leo asubuhi.
sisi, ninyi

h. Msigombane watoto, mpendane.

pigana, bishana

2. Completion drills

Give the reciprocal form of the verb in the vacant space. This drill may be written or oral, at the instructor's discretion.

a. Ambia:-
Jana sisi _____habari zote.

b. Shiriki:-
Heri wanafunzi _____katika mambo yote.

c. Piga:-
Mwezi uliopita askari wetu _____na adui.

d. Acha - Sikiliza
Labda watu wale _____bado kidogo kwa sababu____.

e. Saidia:-
Lazima wanadamu_____.

f. Kubali:-
Jana wanachama _____katika mashauri yote.

g. ona:-
_____ jana lakini hakuniambia hata neno moja.

h. Kuta:-
Sisi kesho _____na rafiki zetu sokoni.

3RD PERIOD | PATTERN DRILLS | LESSON 82

KIPINDI CHA 3 | MAZOEZI | SOMO LA 82

i. Andika:-
Rafiki yangu na mimi_____kila mwaka.

j. Wezekana:-
Tulikuwa na mipango ya kwenda Afrika ya Mashariki lakini_____sasa.

Step 2
Hatua ya 2 After the drills there will be a 20 minute clab session during which the students will listen to the story.

Step 3
Hatua ya 3 Homework: Preparation of the story for retelling.

4TH PERIOD (First hour in the morning) LESSON 82

KIPINDI CHA 4 SOMO LA 82

Step 1
Hatua ya 1 Recitation of the story

Step 2
Hatua ya 2 Any idioms or special expressions arising out of the story will be discussed and practiced. The choice of these will depend upon the general ability of the particular class.

5TH PERIOD | RECOMBINATION DRILLS | LESSON 82

KIPINDI CHA 5 | MAZOEZI | SOMO LA 82

1. Comprehension drills - These will be read orally, or on tape, and the student's comprehension will be checked.

   a. Hivyo ndivyo marafiki wawezavyo kusaidiana.

   b. Alitazama kila pembe apate kuona kama kuna msaada wo wote wa kupatikana.

   c. Iwapo mamba kaletewa asichokitokea jasho, bila shaka hufurahi, maana atakapo samaki hana budi kutoka jasho akifukuzana nao.

   d. Wanadamu kwa wanadamu hawana budi kusaidiana.

   e. Alitangaza kwamba ikipatikana habari yo yote inayomhusu mwanawe aliyepotea, basi itatolewa zawadi kwa yeye atakayemwarifu.

   f. Pengine mwaweza kuonana na mtu mmoja mmoja anayejitia katika mambo ya kuandika habari za desturi na mapokeo na hadithi za watu weusi.

   g. Wakati ule mimi nilikuwa bado kijana, na hadithi za kale zilinipendeza sana.

   h. Wakati ule mashimo ya almasi yalikuwa bado kuvumbuliwa.

   i. Nilishikwa na homa kali mno hata hali yangu ikawa dhaifu sana.

   j. Kila mtu aandike aonavyo, ni kitu gani kilicho na nguvu hasa.

2. Following the comprehension drill, the instructor will give the English of the above sentences and the student will give the Swahili equivalent.

6TH PERIOD LESSON 82

KIPINDI CHA 6 SOMO LA 82

This period will be devoted to short comprehension exercises based on taped material.

Comprehension will be checked by means of True - False statements or Multiple Choice answers. In some cases the students will be asked to give the English equivalent of what was said on the tape.

1. The Reciprocal Verb Form:

   This form shows common or connected action, and the ending is -ANA

   e.g.

fuata	-	fuatana	-	follow each other
kuta	-	kutana	-	meet together
penda	-	pendana	-	love one another
piga	-	pigana	-	hit one other, i.e. fight
haribu	-	haribiana	-	destroy each other
sahau	-	sahauliana	-	forget each other

2. Notice that these verbs are followed by NA when an object is mentioned:

   e.g. Nilikutana na rafiki yangu njiani.
   I met (with) my friend on the way.

   Walipigana na adui.
   They fought (with) the enemy.

3. Note: The reciprocal form of the stative is often used to imply possibility:

   e.g. onekana from oneka, means - to be visible
   wezekana from wezeka, means - to be possible
   patikana from patika, means - to be procurable.

SWAHILI BASIC COURSE

LESSON 83

VOLUME VI | BLUE PRINT | LESSON 83

KITABU CHA VI | SOMO LA 83

1. LANGUAGE STRUCTURE

a. The Verbal nouns, KU class.

b. The Negative Infinitive form.

Refer to Generalization for explanation of structural features of this lesson.

2. CONTENT STRUCTURE

a. Situational Setting — Series of scenes from the book, "King Solomon's Mines" by H. Rider Haggard Part 2

b. Cultural Note: — None

c. Lexical Items:

babaika	(be confused in one's speech, as a sick person in delirium)
dhoofu, dhoofika	(become weak, lose strength)
fifia	(to be dying away)
fisi	(hyena)
hati	(written document)
kaburi (ma)	(grave)
kanyaga	(tread on)
kianga (vi)	(ray of light)
kilele (vi)	(top, peak)
koba (ma) mkoba (mi)	(bag, pouch, wallet)
konda	(grow thin)
mrithi (wa)	(heir)
mtelemko (mi)	(downward slope)
nitakuwa na wasaa	(I shall have opportunity)
paja (ma)	(thigh)
pambazuka	(get light, dawn)
papasa	(grope about)
payuka	(talk nonsense, be delirious)
pepesuka	(totter)
telemka	(go down)
ugua	(groan)
vimba	(to swell)
wahi	(to be in time)

1ST PERIOD | PERCEPTION DRILLS | LESSON 83

KIPINDI CHA KWANZA | MAZOEZI | SOMO LA 83

Note: Refer to Generalization for explanation of structural features of this lesson.

Step 1
Hatua ya 1 Auditory perception and comprehension

Step 2
Hatua ya 2 Oral production of minimum utterances

1. Drills on the Verbal Noun

   a. Kufaulu ni shabaha yake.
      Kuwa tajiri ni shabaha yake.

   b. Kuimba kuzuri kwa watoto
      Kuimba kwao kunatufurahisha.

   c. Kuandika ni kazi ya mwandishi.
      Kujifunza ni kazi ya wanafunzi.

2. Drills on the Negative Infinitive Form

   a. Kuimba - Kutoimba

   b. Kusoma kitabu - Kutosoma kitabu

   c. Kunaswa mtegoni- Kutonaswa mtegoni

   d. Kuwa mwalimu - Kutokuwa mwalimu

   e. Kufika upesi, kutofika upesi ni mamoja kwangu.

3. Drills using new expressions

   a. Magoti na mikono
      Alitambaa kwa magoti na mikono.

b. Kutelemka
Alitelemka mtelemko.
Adhuhuri nitatelemka mjini.

c. Kilele kirefu
Kilele kirefu katika milima

d. Hati
Nitakupa hati.
Mwishowe tutapata hati zetu.

e. Kianga cha kwanza
Kianga cha kwanza cha jua

f. Kulipopambazuka
Kulipopambazuka nikaamka.

g. Mtoto ni mrithi wa baba
Amerithi mali nyingi kwa baba.

2ND PERIOD SWAHILI NARRATIVE LESSON 83

KIPINDI CHA PILI SOMO LA 83

Mateuzi Kutoka
"Mashimo ya Mfalme Sulemani"
Kimetungwa na H. Rider Haggard

I

Baada ya kupita juma moja, nikawa nimepona, na jioni nilipokuwa nimekaa nje ya hema yangu ndogo, nikitafuna paja la kuku wa mwisho niliyemnunua kwa mtu mmoja kwa bei ya kitambaa kimoja cha thamani ya kuku ishirini, nikitazama jua jinsi lilivyokuwa jekundu linavyoshuka nyuma ya jangwa hilo, na mara nikaona kitu kama mzungu kimevaa koti kikitelemka mtelemko kwa mbele yangu yapata mwendo wa hatua mia sita. Kwanza kitu hicho kilitambaa kwa magoti na mikono, kisha kikasimama na kupepesukia mbele kwa hatua chache, tena kikaanguka na kutambaa. Mradi nikaona kuwa ni mtu aliye taabani.

II

Nikapeleka mmoja wa wawindaji wangu kwenda kumsaidia, na baadaye kidogo akaja naye, je, wadhani alikuwa nani? Alikuwa yule Jose Silvestre, au kwa kusema kweli, mifupa yake, kwa maana amekonda kabisa. Uso wake ulikuwa wa rangi ya kimanjano unang'aa kwa homa aliyokuwa nayo, na yale macho yake meusi makubwa yalikuwa kama yatamtokea utosini, maana alikuwa hana nyama kabisa. Ngozi yake ilikuwa imekauka, na nywele zake zimegeuka rangi zimekuwa nyeupe, na mifupa yake ilikuwa imetokeza mwilini. Akawa anaugua huku akisema, "Nipeni maji! kwa ajili ya Kristo maji!" Nikaona kuwa midomo yake imepasuka na ulimi uliomtoka ulikuwa mweusi, tena umevimba.

III

Nikampa maji yaliyochanganywa na maziwa kidogo akanywa sana bila ya kupumzika, nikamzuia kusudi asinywe zaidi. Na mara homa ilimshika tena akaanguka na kuanza kupayuka juu ya habari za milima ya Sulemani, na almasi na jangwa. Nikamchukua na kumweka hemani mwangu nikamtunza kama nilivyoweza; lakini nilijua kuwa atakufa. Kupata saa tano ya usiku akatulia kidogo, nami ndipo nilipopata usingizi kidogo, nikalala. Kulipopambazuka nikaamka, nikamwona namna alivyokuwa amekonda sana, amekaa na macho yake ameyakodoa kutazama jangwa. Baadaye kile kianga cha kwanza cha jua kilipoonekana mawinguni, kikaangaza jangwa mpaka kufika kilele kirefu katika milima ya Sulemani, mbali mwendo wa maili mia moja na zaidi.

LESSON 83-a

IV

Mara yule mgonjwa akanyosha mkono wake mwembamba kulekeza kileleni na huko akisema kwa Kireno, "Ndipo, ndipo papo hapo, lakini mimi sitawahi kupafikia kamwe. Wala hapana atakayepafikia kamwe!" Mara akakaa kimya kidogo kama mtu anayewaza shauri moyoni, halafu akanigeukia akasema, "Rafiki bado ungalipo? Ama sasa naona macho yangu yaingia giza." Nikajibu "Ndiyo, nipo papa hapa. Lakini sasa afadhali ulale upumzike." Akasema,"Ndiyo nitapumzika sasa hivi, na tena nitakuwa na wasaa mwingi wa kupumzika, ndiyo hata milele. Nisikilize, nisikilize, ninakufa! Wewe umenitendea mema. Nitakupa hati. Labda utaweza kupafikia ikiwa utaishi kuvuka jangwa, ambalo limemwua mtumishi wangu na mimi!"

V

Akapapasapapasa katika mfuko wake akatoa kitu nilichokidhania kuwa koba la kuwekea tumbako lililotengenezwa kwa ngozi ya nyama. Koba hilo lilifungwa kwa uzi wa ngozi naye alijaribu kulifungua asiweze. Akanipa akisema, "Fungua." Nikalifungua nikatoa kipande cha kitambaa kikuukuu cha katani kilichokuwa kimeandikwa maneno, na ndani ya kitambaa hicho mlikuwamo karatasi. Kisha akasema kwa sauti ya kufifia, maana alizidi kudhoofu, akanena, "Juu ya hiyo karatasi kumeandikwa yote yaliyoandikwa juu ya kitambaa na hivyo ilinibidi kufanya kazi ya miaka hata kuweza kuisoma. Sikiliza: Babu yangu aliyelazimishwa kutoka mji wa Lisbon ambaye alikuwa katika Wareno hao wa kwanza waliofika katika nchi hii, aliandika maneno hayo wakati alipokuwa akifa katika milima ile ambayo hapana hata mtu mweupe aliyepata kuikanyaga kwa miguu yake mpaka hivi leo. Jina lake aliitwa Jose da Silvestre, naye aliishi zamani za miaka mia tatu.

VI

Mtumishi wake aliyekuwa akimngojea kwa upande huu wa milima aliona kuwa amekwisha kufa, naye ndiye aliyeleta maandiko haya mpaka Delagoa. Na tokea wakati huo yametunzwa na warithi wake, lakini hapana aliyetaka kuyasoma, mpaka mimi nilipofaulu. Nami nimepoteza maisha yangu kwa ajili yake, lakini labda mwingine ataweza kufaulu na kuwa tajiri wa kupita wote duniani. Lakini usimpe mtu mwingine, bwana, wewe nenda mwenyewe!" Akaanza kubabaika tena, na baada ya saa moja akafa. Mungu na ampe raha, amstareheshe. Nilimzika katika kaburi la kwenda chini sana, nikaweka na mawe makubwa juu ili kusudi asifukuliwe na fisi. Kisha nikaondoka pale."

LESSON 83-b

3RD PERIOD | PATTERN DRILLS | LESSON 83

KIPINDI CHA 3 | MAZOEZI | SOMO LA 83

Step 1
Hatua ya 1 Drills on Verbal Nouns and Negative Infinitives

1. Repetition drills using Verbal Nouns.

   a. Kuimba kuzuri kunaleta furaha.

   b. Kusafiri kunatufurahisha sana.

   c. Kusoma kitabu kunafaa.

   d. Kuchimba mahandaki kunaleta jasho.

   e. Kufaa hakudhuru.

   f. Kuandika kwa mwanafunzi si kuzuri.

2. Written drill on the negative infinitive.

   a. Find all the infinitives in Sections XXII - XXIV of lesson 79. "Adhabu ya Mtu Asiyekuwa na Shukrani" and change these to the negative infinitive form.

      e.g. kuuawa kutouawa

Step 2
Hatua ya 2 After the drills there will be a 20 minute clab session during which the students will listen to the story.

Step 3
Hatua ya 3 Homework: Study of the story for retelling.

4TH PERIOD (First hour in the Morning) LESSON 83

KIPINDI CHA 4 SOMO LA 83

Step 1
Hatua ya 1 Recitation of the story

Step 2
Hatua ya 2 Any idioms or special expressions arising out of the story will be discussed and practiced. The choice of these will depend upon the general ability of the particular class.

5TH PERIOD | RECOMBINATION DRILLS | LESSON 83

KIPINDI CHA 5 | SOMO LA 83

1. Comprehension drills - These will be read orally, or on tape, and the student's comprehension will be checked.

   a. Nami nimepoteza maisha yangu kwa ajili yake, lakini labda mwingine ataweza kufaulu na kuwa tajiri wa kupita wote duniani.

   b. Wengi huwa na desturi ya kutoandika majina yao vizuri.

   c. Kufika upesi, kutofika upesi ni mamoja kwangu.

   d. Kuimba kwa watoto kulinifurahisha.

   e. Kusema ni kuzuri, na kutosema ni kuzuri pia.

   f. Basi hii ndiyo adhabu aliyopewa kwa kutokuwa na shukrani.

   g. Uso wake ulikuwa wa rangi ya kimanjano unang'aa kwa homa aliyokuwa nayo.

   h. Nywele zake zimegeuka rangi, zimekuwa nyeupe.

   i. Kulipopambazuka niliamka.

   j. Siku ya pili yake aliondoka akasema, "Kwa heri."

   k. Katika kule kusema "Kwa heri" akasema, "Bwana, tukionana tena natumaini mimi nitakuwa tajiri kuliko watu wote duniani."

   l. Mara homa ilimshika tena akaanguka na kuanza kupayuka juu ya habari za almasi na milima ya Sulemani.

2. Following the comprehension drill, the instructor will give the English of the above sentences and the student will give the Swahili equivalent.

6TH PERIOD LESSON 83

KIPINDI CHA 6 SOMO LA 83

This period will be devoted to short comprehension exercises based on taped material.

Comprehension will be checked by means of True - False statements or Multiple Choice answers. In some cases the students will be asked to give the English equivalent of what was said on tape.

1. The Verbal Noun - KU Class

   a. The infinitive form of the verb "KU", e.g. Kufanya, may be used as a verbal noun. Verbal nouns are usually translated by the English form -ing, and there is only one form, as there is no reference to singular or plural.

      e.g. Kuandika hadithi ni kazi.
      Writing stories is work.

      Kuimba ni kuzuri.
      Singing is good.

      Kuona ni kuamini.
      Seeing is believing.

   b. The concords for this class are shown in the following table:

Adjective Concord	Possessives	Demonstratives	Subject and Object Prefixes
Before consonant -Ku- Kuimba kuzuri Before vowel -Kw- Kuimba kwote	Kw- Kuimba kwetu Kuimba kwa watoto	Kule Huku	Ku Kuimba kumekwisha Unakusikia kuimba kwako

2. The Negative Infinitive Form. You have learned that the prefix Ku is the sign of the affirmative infinitive.

   e.g. Kufanya - to do
   The prefix Kuto is the sign of the negative infinitive.

Kutofanya - not to do

Kutofika - not to arrive

Kuwa ama kutokuwa hilo ndilo swali.
To be, or not to be, that is the question.

Note: Occasionally the forms Kutoafanya or kutokufanya may be seen, but they are rare and Kuto is the usual prefix.

SWAHILI BASIC COURSE

LESSON 84

1. LANGUAGE STRUCTURE

a. The Compound tenses

Refer to Generalization for explanation of structural features of this lesson.

2. CONTENT STRUCTURE

a. Situational Setting: Series of scenes from the book "King Solomon's Mines." Part 3

b. Cultural Note: None

c. Lexical Items:

dhahiri	(evident, plain)
fahari	(grandeur, glory)
fariji	(comfort, console)
kiriba (vi)	(animal skin water bag)
lamba (ku)	(lick)
mchanga	(sand)
mgongo (mi)	(backbone, ridge)
paa	(small gazelle)
pazia (ma)	(curtain, screen)
penya	(penetrate)
shani	(a wonder, rare occurrence)
shtuka	(be startled)
shuku	(to suspect)
tone la maji	(a drop of water)
toweka	(vanish, disappear)
ububu	(speechlessness)
upeo	(furthest point)
upeo wa macho	(as far as the eye can see)
upuzi	(nonsense)
wayo (pl. nyayo)	(footprint, tracks)

1ST PERIOD | PERCEPTION DRILLS | LESSON 84

KIPINDI CHA KWANZA | MAZOEZI | SOMO LA 84

Note: Refer to the Generalization for explanation of the structural features in this lesson.

Step 1
Hatua ya 1 Introduction to the Compound Tenses, explaining the 3 main groups of possible combinations:

1. Relationship: TIME-ASPECT
   Relationship: ASPECT-ASPECT
   Relationship: ASPECT-TIME

Step 2
Hatua ya 2

1. Drills using new expressions

   a. Tone la maji
      Hatuna hata tone la maji.

   b. Wayo - nyayo
      Nyayo za paa
      Nyayo za wanyama
      Nyayo za wanyama katika mchanga

   c. Upeo wa macho
      Jangwa tupu mpaka upeo wa macho
      Mchanga mpaka mwisho wa upeo wa macho
      Upeoni mwa macho, jangwa tu

   d. Jua likaangaza pote
      Jua likaangaza pote kwa fahari

   e. Jua likatufunulia shani.
      Shani iliyotusahaulisha kiu.
      Fahari na utukufu wa shani

KIPINDI CHA PILI SOMO LA 84

Mateuzi Kutoka
"Mashimo ya Mfalme Sulemani"
Kimetungwa na H. Rider Haggard

I

Mara tulipoamka kabisa tulianza kuzungumza juu ya shida yetu. Hapana hata tone la maji. Tulipindua viriba vyetu tukalamba kingoni, lakini wapi! kavu kabisa. Bwana Henry akasema, "Tusipopata maji tutakufa." Nikasema, "Kama ile ramani ya yule mzee ni sahihi, maji yapo karibu tulipo sasa." Lakini maneno yangu hayakumfariji mtu, maana ilikuwa dhahiri kuwa hatuwezi kutumaini sana ile ramani. Sasa ikaanza kuwa kweupe kidogo kidogo, tukakaa tunatazamana tu, nikamwona Ventvogel, yule Hottentot aliondoka akaanza kutembea macho yaelekea chini, na mara akafanya sauti kama ya kukoroma, akaonyesha chini katika mchanga. Tukashtuka tukasema, "Nini, nini?" Tukaondoka sote tukamwendea tukatazama chini. Akasema, "Wako nyama wengi kama paa hapa. Tazameni nyayo zao." Nikamwuliza, "Je, hata kama ni wengi hapa, ya nini?" Akajibu, "Paa hawatembei mbali na maji." Nikasema "Kweli, nilisahau, Alhamdulilahi."

II

Basi shauri hilo lilitutilia uzima upya tena; ni ajabu sana ya kuwa kama watu wamo katika shida, hushikilia sana tumaini hata kama ni dogo, na kufurahi. Maana, usiku wa giza nyota moja ni bora kama si nyota.

Huko nyuma Ventvogel alikuwa akiinua pua yake akinusa hewa ile yenye moto kama anavyonusa paa mzee anayeshuku hatari. Mara akasema, "Naona harufu ya maji." Ndipo tulipozidi kufurahi, maana tulifahamu namna watu wanaozoea kukaa porini wanavyoweza kutumia fahamu zao kwa jinsi ya ajabu.

Mara ile jua likatoka likaangaza pote kwa fahari likatufunulia shani iliyotusahaulisha kwa muda ile kiu kali iliyotusumbua.

III

Pale kwa mbele yetu kadiri ya maili arobaini au hamsini tuliona vilele vya milima viitwavyo "Maziwa ya Sheba" viking'aa kama fedha katika mishale ya jua ya asubuhi, na kila upande kwa upeo wa maili mia nyingi mlima wa Sulemani ulienea. Hapo nilipo sasa siwezi kueleza fahari na utukufu wa shani ile ya ajabu, maana maneno yanipotea kabisa. Hata kuikumbuka hunitia ububu. Mbele yetu tuliona milima mirefu sana nafasi ya kati kati ya milima ilikuwa kama mwendo wa maili kumi na mbili, nayo iliunganishwa pamoja kwa mlima mrefu mfupi kama mgongo.

LESSON 84-a

IV

Kwa muda mdogo mishale ya jua ikacheza juu ya theluji na ukungu uliokuwa chini, na mara mawingu na ukungu ukazidi kuwa kama pazia kubwa yakatufichia milima mpaka tukaweza kuona alama tu ya milima ikitokeza katika pazia ya mawingu. Mara ile maziwa ya Sheba yalipotoweka, tukakumbuka tena kiu na taabu yetu.

Ni kweli ya kuwa Ventvogel alisema anaona harufu ya maji, lakini kila mahali tulipotazama hatukuona hata dalili ya maji. Pote pote tuliona mchanga mkavu na majani yale ya jangwa hata mpaka mwisho wa upeo wa macho.

V

Tulitembea tukazunguka kilima tukitafuta kila upande, lakini hatukuona dalili ya ziwa wala kisima, wala chemchemi. Nikasema, "Wewe Ventvogel, wewe ni mpumbafu kabisa, hapana maji hata kidogo." Lakini yeye alizidi kuinua pua na kunusa hewani akasema, "Bwana, naweza kuona harufu ya maji. Najua maji yapo."

Bwana Henry akapapasa ndevu zake akifikiri, akasema, "Labda maji yako juu ya kilima." Bwana Good akasema, "Upuzi, nani aliyesikia habari za maji kuwako juu ya kilima!" Nikasema, "Haya twende tukatazame." Tukaondoka tukapanda kilimani na Umbopa akatangulia. Mara alisimama kama amepagaa akaita, "Maji! Maji! Maji!"

VI

Tulikwenda kwa haraka na hakika na hakika, tuliona maji yako katika shimo. Namna yalivyokuwa katika mahali pale hatukungojea kuulizana, wala hatukusita kwa sababu yalikuwa meusi. Mara tukaruka tukaanza kunywa. Lo! jinsi tulivyokunywa! Tulipokwisha kunywa, tukavua nguo zetu tukakaa kitako katika yale maji ili yapenyeze ngozi zetu zilizokuwa zimekauka kabisa.

Baadaye kidogo tuliondoka tumekwisha burudika, tukala nyama kavu, maana kwa muda wa saa ishirini na nne tulishindwa kula, tukashiba. Kisha tulivuta tumbako tukalala mpaka saa sita kando ya maji yale yaliyotuponya.

LESSON 84-b

3RD PERIOD | PATTERN DRILL I | LESSON 84

KIPINDI CHA 3 | MAZOEZI | SOMO LA 84

Step 1
Hatua ya 1

1. Drills on the TIME - ASPECT Relationship of Compound Tenses.

   a. No specific time context: - "KI"

      (1) Nilikuwa nikisoma kitabu na Mama alikuwa akishona.
      I was reading a book and Mama was sewing.

      (2) Nitakuwa nikisoma kitabu, na Mama atakuwa akishona.
      I shall be reading a book and Mama will be sewing.

      (3) Ninakuwa nikisoma kitabu, na Mama anakuwa akishona.
      I am in the process of reading a book, and Mama is in the process of sewing.

   b. Specific time context - at that very moment: "NA"

      (1) Alipokuwa anasema, wakati huo huo wageni waliingia.
      While he was speaking, at that very moment the visitors came in.

      (2) Mama na mimi tulikuwa tunasoma, na mara mtoto alilia sana.
      Mama and I were reading and suddenly the child cried out.

   c. Resulting state: "ME"

      (1) Tutakuwa tumekaa katika nyumba yetu mpya muda wa mwaka mmoja.
      We shall have lived in our new house for a period of one year.

(2) Alikuwa amechoka na kazi.
He had become tired of the work.

2. Drills on the ASPECT - ASPECT Relationship of Compound Tenses:

a. -Me- in the auxiliary verb.

(1) Matunda haya yamekuwa hayaliki.
This fruit has become inedible.

b. -Ka- in the auxiliary verb.

(1) Mtoto anasoma kitabu.
The child is reading a book.

(2) Mtoto akawa anasoma kitabu.
And the child began to read a book.
"Ka-Na" have the meaning of "began".

(3) Mtoto akawa akisoma kitabu.
And the child continued reading the book.
"Ka-Ki" have sense of continuation.

(4) Mtoto akawa amesoma kitabu.
And the child finished reading the book.
"Ka-Me" have sense of completion.

c. -Hu- in auxiliary verb. Sense of "Usually"

(1) Saa hiyo askari huwa wanapiga mizinga.
At that hour the soldiers usually fire.

(2) Toka saa 2 mpaka saa 4 askari huwa wakipiga mizinga.
From 8 - 10 o'clock the soldiers usually continue with the firing.

(3) Saa 4 askari huwa wamepiga mizinga.
At 10 o'clock the soldiers usually have completed the firing.

d. -Ki- in the auxiliary verb.

(1) Wanafunzi wakiwa wakiondoka, waambie waningojee.
If the students are in the process of leaving, tell them to wait for me.

(2) Wanafunzi wakiwa wameondoka, usiwafuate.
If the students have already left, do not follow them.

e. -Ngali in the auxiliary verb.

(1) Wafanyi kazi wangalifanya kazi sana, wangalichoka.
If the workers would have worked hard, they would have been tired.

(2) Watu wangalikuwa wakifanya kazi sana, hawangalichoka mno.
If the people had been used to working hard, they would not have been so tired.

f. -nga in the auxiliary verb.

(1) Ingawa watu wamezoea kazi, kazi nzito hii imewachosha.
Even though the people are used to work, this hard work has tired them.

g. -Japo- in the auxiliary verb.

(1) Ijapokuwa analia, ni lazima aende.
In spite of the fact that he is crying, he must go.

3RD PERIOD | PATTERN DRILL I | LESSON 84

KIPINDI CHA 3 | MAZOEZI | SOMO LA 84

Step 2
Hatua ya 2 Homework: - Study of the story for retelling.

4TH PERIOD (First hour in the Morning) LESSON 84

KIPINDI CHA 4 SOMO LA 84

Step 1
Hatua ya 1 Recitation of the story.

Step 2
Hatua ya 2 Any idioms or special expressions arising out of the story will be discussed and practiced. These will depend upon the general ability of the particular class.

5TH PERIOD | RECOMBINATION DRILLS | LESSON 84

KIPINDI CHA 5 | MAZOEZI | SOMO LA 84

Step 1
Hatua ya 1 Continuation of drills on Compound Tenses

3. Drills on the ASPECT - TIME Relationship in Compound Tenses

a. -Ki- in the auxiliary verb.

(1) Ikiwa shamba lilitunzwa litaleta faida kubwa.
If it be that the field was cared for, it will bring much profit.

(2) Kila shamba huleta faida likiwa hutunzwa sana.
Every field that is habitually cared for brings profit.

b. -Nga- in the auxiliary verb.

(1) Shamba halikuleta faida ingawa lilitunzwa sana.
The field did not yield a profit even though it was cared for.

c. -Japo- in the auxiliary verb.

(1) Ijapokuwa utachelewa tutakupokea.
Even though you will be late, we shall receive you.

(2) Ijapokuwa hukufanya vizuri, tutakupa mshahara wako.
Even though you did not do well, we shall give you your pay.

4. Drills using other auxiliary verbs.

a. Kwisha - (Already)

(1) Amekwisha kuja - He has already arrived.

Note: Usually now this is shortened to Amesha kuja.
The "ku" is retained with one-syllable verbs and with "Kwenda", but is omitted with other verbs.

e.g. Amesha sema - He has already said.
Amesha kwenda - He has already gone.

(2) Alikuwa amekwisha kwenda, or Alikuwa amesha kwenda.
He had already gone.

(3) Alipokwisha sema, akaenda zake.
When he had spoken, he went off.

b. Ngali - (still)

(1) Angali akifanya kazi. - He is still working.

(2) Alipokuwa angali mbali, baba yake akamwona.
While he was still a long way off, his father saw him.

c. Kwenda - (now)

(1) Maji yamekwenda kuletwa.
The water is just now being brought.

(2) Hamisi amekwenda kuitwa.
Hamisi is now being called.

d. Kuja -

(1) Hamisi amekuja kuwa mtu maarufu.
Hamisi has come to be an important person.

6TH PERIOD

KIPINDI CHA 6

LESSON 84

SOMO LA 84

This period will be devoted to short comprehension exercises based on taped material.

Comprehension will be checked by means of True - False statements or Multiple Choice answers. In some cases the students will be asked to give the English equivalent of what was said on the tape.

1. Compound Tenses:

Supplementary tenses may be formed by using parts of Kuwa, to be, with parts of other verbs:-

e.g.	Nimekuwa nikienda	- I have been going.
	Nilikuwa nikienda	- I was (in the act of) going.
	Nilikuwa nimekwenda	- I had gone.
	Nilikuwa nimekwisha kwenda.	- I had already gone.
	Nitakuwa nikienda	- I shall be (in the act of) going.
	Nitakuwa nimekwisha kwenda.	- I shall have already gone.

2. To form the negative of compound tenses:

a. When the main verb is in the ME or KI tense, then the auxiliary (kuwa) takes the negative prefixes.

e.g.	Sikuwa nikienda	- I was not going.
	Sikuwa nimekwenda	- I had not gone.
	Sitakuwa nimekwenda	- I shall not have gone.

b. When the main verb is in the present (NA tense), then the auxiliary is not affected but the main verb takes on the negative construction.

e.g.	Nilikuwa sisomi	- I was not reading.
	Tutakuwa hatusomi	- I shall not be reading.

3. You will notice that in some of the examples the verb Kwisha is used as an auxiliary. It conveys the meaning that something has not merely been done, but that it is already done and finished with:

e.g. Amekwisha kula - He has already finished eating.
Wamekwisha fika - They have already arrived.

(Usually in modern speech this is shortened to "sha")

e.g. Amesha sema - He has already said.
Amesha kwenda - He has already gone.

"Ku" is retained with one-syllable verbs, and with "Kwenda", but is omitted with other verbs.

4. These compound tenses may be used with any class in the normal way:-

e.g. Ukichelewa tena, gari litakuwa limekwenda.
If you delay any longer, the car will have gone.

5. Notice the following idiomatic expressions using compound Tenses:-

Alikuwa si ndani - He was not inside.
Walikuwa hawajui - They were not knowing, they did not know.
Nitakuwa siendi - I shall not be going.
Alimkuta hayuko - He found he was not there.

Note: The following pages give a detailed summary of all of the possible uses of the compound tenses. It is intended for students who wish to go on to further study. The 3rd and 5th Period drills are based on this outline.

However, for the present course the preceding generalization gives the necessary points on compound tenses and lists the forms most commonly used.

SOME NOTES ON COMPOUND TENSES

1. It is not always possible to express an idea concerning an action with the simple tenses learned so far. Thus in addition to indicating the time of an action it may be necessary also to indicate the circumstance.

   e.g. Mwalimu alipoingia darasani wanafuuzi walikuwa wakisoma.

   "Walikuwa" is an auxiliary verb expressing the time of the action.

   "Wakisoma" describes the circumstance and the action which took place at that time.

2. An auxiliary verb accompanies the main verb, and these make it possible to indicate more clearly the circumstance of the action.

   Of particular importance as auxiliary verbs are:-

   "kuwa", "kwenda", "kwisha", "kuja" and "ngali".

3. We call these particular circumstances or conditions of the action an aspect.

Specific time of action	expressed by	na
Continued action	expressed by	ki
Completed action with a resulting state.	expressed by	me
Sequence of action	expressed by	ka
Customary action	expressed by	hu
Conditional action	expressed by	nge, ngali si, sipo
Sense of Concession	expressed by	nga, japo

4. The tense prefixes as a rule are limited to:

Present time span	na
Past time span	li
Future time span	ta
Indefinite time	hu

5. We will differentiate now the three groups of possible combinations. These are:-

   a. Relationship: TIME - ASPECT

      The auxiliary verb carries the tense prefix, and the main verb the aspect prefix.

      e.g. Alikuwa akinywa chai.
      He was drinking tea just then.

   b. Relationship: ASPECT - ASPECT

      Both the auxiliary and the main verb carry the aspect prefix.

      e.g. Akiwa amelala usimwamshe.
      If he is asleep don't wake him up.

   c. Relationship: ASPECT - TIME

      In this case the auxiliary verb carries the aspect prefix and the main verb the time-tense prefix.

      e.g. Ikiwa hatutapata chakula tutaumia njaa.
      If (it should be) we don't get food we'll starve.

6. A word of Caution: These compound forms in Swahili express fine points and shades of meaning for which we may not find the exact equivalent in English. The student has to acquire a feel for these forms which comes through extensive use of the language and much reading.

A. Relationship: TIME - ASPECT

Main Verb ---> -na-			-ki-		-me-	
Auxiliary	ninakuwa	ninasoma	ninakuwa	nikisoma	ninakuwa	nimesoma
	tunakuwa	tunasoma	tunakuwa	tukisoma	tunakuwa	tumesoma
-na-	ninakuwa	sisomi	-	-	-	-
	tunakuwa	hatusomi	-	-	-	-
	nilikuwa	ninasoma	nilikuwa	nikisoma	nilikuwa	nimesoma
	tulikuwa	tunasoma	tulikuwa	tukisoma	tulikuwa	tumesoma
-li-	nilikuwa	sisomi	sikuwa	tukisoma	sikuwa	nimesoma
	tulikuwa	hatusomi	hatutakuwa	tukisoma	hatukuwa	tumesoma
	nitakuwa	ninasoma	nitakuwa	nikisoma	nitakuwa	nimesoma
	tutakuwa	tunasoma	tutakuwa	tukisoma	tutakuwa	tumesoma
-ta-	nitakuwa	sisomi	sitakuwa	nikisoma	sitakuwa	nimesoma
	tutakuwa	hatusomi	hatutakuwa	tukisoma	hatutakuwa	tumesoma

B. Relationship: ASPECT - ASPECT

Main Verb ---->	-na-		-ki-		-me-	
Auxiliary -me-	-	-	amekuwa	akilia	-	-
	amekuwa	halii	-	-	-	-
-ka-	akawa	analia	akawa	akilia	akawa	amelia
	akawa	halii	-	-	-	-
-hu-	huwa	analia	huwa	akilia	huwa	amelia
	huwa	halii	-	-	-	-
-ki-	akiwa	analia	akiwa	akilia	akiwa	amelia
	akiwa	halii	asipokuwa	akilia	akiwa	hakulia
-nge-	angekuwa	analia	angekuwa	akilia	angekuwa	amelia
	angekuwa	halii	asingekuwa	akilia	asingekuwa	amelia
-ngali-	angalikuwa	analia	angalikuwa	akilia	angalikuwa	amelia
	angalikuwa	halii	asingalikuwa	akilia	asingalikuwa	amelia
-nga-	angawa	analia	angawa	akilia	angawa	amelia
	angawa	halii	-	-	angawa	hakulia
-japo-	ajapokuwa	analia	ajapokuwa	akilia	ajapokuwa	amelia
	ajapokuwa	halii	-	-	ajapokuwa	hakulia

C. Relationship: ASPECT - TIME

Main Verb ---->	-li-		-ta-		-hu-	
Auxiliary -ki-	ukiwa	ulifika	ukiwa	utafika	ukiwa	hufika
	ukiwa	hukufika	-	-	-	-
-nge-	-	-	-	-	-	-
	ungekuwa	hukufika	-	-	-	-
-nga-	ungawa	ulifika	-	-	-	-
	ungawa	hukufika	-	-	-	-
-japo-	ujapokuwa	ulifika	ujapokuwa	utafika	-	-
	ujapokuwa	hukufika	-	-	-	-

A

adhabu (78) - punishment
afadhali (74) - rather, preferably
ahimidiwe Mungu (81) God be praised
aidha (81) - further, moreover
akida (81) - leader, commander
ajali (76) - accident, also fate, destiny, appointed end
akina (77) - generalized plural - tribe, family, etc.
Alhamdulilahi (76) - Allah be praised
almasi (82) - diamond
ambatana (80) - cling together
ana wazimu (82) - he is mad
anasa (82) - luxury
andalia (78) - prepare for
angamia (80) - be destroyed, perish
asi (77) - to rebel

B

baadhi ya (77) - some of
babaika (83) - be confused in one's speech, as a sick person in delirium
badala ya (77) - in place of, instead of
banwa (79) - be squeezed
baradhuli (73) - simpleton, dupe
baridi kali (72) - frosty, fierce cold
bembeleza (80) - coax, soothe
-bichi (75) - unripe, green
binadamu (77) human beings
bure (73) - alive
busu (81) - kiss

C

changamko (80) - entertainment amusement
changarawe (77) - grit, small stones, fine gravel
chinja (76) - butcher, kill
chui (76) - leopard
chura (75) - frog

D

daima (78) - permanently
daka (77) - seize
dalili (80) - sign, token
deni (80) - debt
dhabihu (81) - sacrifice
dhahiri (84) - evident, plain
dhaifu (82) - weak
dharau (82) despise, scorn
dhiki (78) - distress)
dhoofu (83) - become weak, lose strength
dhoruba (72) - storm
dini (74) - religion, creed
dhuru (76) - hurt, harm
diwani (81) - councillors

E

elekea (81) - point or face toward
elewa (76) - comprehend
enzi (80) - power
epuka (75) - avoid, separate from

F

fadhili (76) - kindness, favor
fahari (84) - grandeur, glory
farasi (78) - horse
fariji (84) - comfort, console
fariki dunia (79) - die, depart this life
fifia (83) - to be dying away

fisi (83) - hyena
fukua (74) - to dig out
funika (74) - to cover
furika (72) - flow over, flood

G

gofu (82) - ruins
gusa (79) - to touch

H

hadithia (82) - narrate
hai (73) - alive
  uhai (73) - life
haidhuru (82) - never mind
hali ya hewa (72) - weather
hasha (76) - certainly not
hasira (76) - anger
hatamu (80) - bridle
hati (83) - written document
hatuna budi (73) - we must - we have no alternative
hekaheka (79) - confusion, much noise
hekalu (81) - temple
hekima (73) - wisdom
hudhurungi (71) - brown
hukumiwa (77) - be judged, sentenced
hurumia (76) - have pity or mercy
husu (79) - to concern, apply to
hutubu (71) - give a speech
huzuni (80) - grief

I

imara (72) - strong

J

jamani (73) - as an address: you folks
jasho (77) - sweat, perspiration
jiepusha (75) - keep oneself from
jilaza (75) - lay oneself down
jimbo (80) - district, province, state
jongea (77) - make a move, either approaching or going away
jua kali (72) - hot and sunny
jua kali leo (72) - a hot sunny day today

K

kaa kimya (71) - keep quiet or still
kaa raha mstarehe (74) - to live in perfect comfort and peace
kabila (77) tribe
kaburi (83) - grave,tomb
kadhalika (80) - in like manner, likewise
kamwe (76) - never - always used with negative preceding - "Singe-thubutu kamwe"
kanyaga (83) - tread on
kata roho (79) - die
kawaida (76) - habit, custom
kianga (83) - ray of light
kifo (77) - death
kilele (83) - top, peak
kilemba (80) - turban
kiriba (84) - animal skin water bag
kisa (76) - story
kitani (80) - flax, linen
kitanzi (79) - noose
kito (78) - precious stone
kiumbe (76) creature
kivuli (76) shade
koba (83) - bag, pouch, wallet
kodolea macho (80) - stare at
kokotea (76) - haul for, drag for

konda (83) - grow thin
konde (81) - cultivated piece of ground
koroma (75) - snort
kuhani (81) - priest
kulungu (82) - species of antelope
kuna (75) - scratch
kuna shwari leo (72) - it's calm today
kuna upepo leo (72) - it's windy today
kutanika (71) - assemble, gather together
kupita kiasi (74) - beyond measure
kwa kasi (75) - speedily, hastily
kwaa (80) - to stumble
kwato (75) - hoof
kwenda shoti (78) - to gallop

L

laani (78) - to curse
ladha (75) - taste
lamba (84) - lick
lea (80) - rear, bring up
levuka (80) - get sober
lia (76) - cry
liwali (80) - governor, headman

M

maarufu (77) - well known, famous
maboromoko (82) - usually maporomoko ya maji = waterfalls
machukio (75) - anger, hate
madaha (80) - airs, graces
madhabahu (81) - place of sacrifice
madhali (80) - since, because, seeing that
magoti (75) - knees
maiti (72) - corpse, dead body-human
makaa (76) - coal
malkia (79) - queen
mamba (77) - crocodile
mapokeo (82) - things received, often in the sense of traditions and customs.
marasharasha (72) - slight drizzle
marehemu (79) the deceased, the late
masharubu (71) - moustache
matofaa (78) - fruit of the rose-apple tree
maulana (76) - Lord, master
mawimbi (72) - waves
mawingu (72) - clouds
mbashiri (79) - fortune teller
mbingu (75) - sky, heaven
mchanga (84) - sand
mchawi (79) - witch
mfalme (73) - king
mfua dhahabu (78) - goldsmith
mfupa (73) - bone
mgongo (74) - back, backbone of a man or animal
mgongo (84) - backbone, ridge
mhalifu (79) - one who breaks the law
mhunzi (78) - blacksmith
milele (81) - always
milki (81) - dominion, kingdom
miongoni mwa (73) - among, in the midst of
mjinga (73) - ignorant, simpleton
mkufu (78) - light ornamental chain
mkungu (78) - Indian almond tree
mkutano (71) - gathering, meeting
mnara (79) - tower, lighthouse
mnyonge (82) - a low, wretched person
mpumbavu (76) - fool, dupe

mradi (75) - plan, intention
Mreno (82) - a Portuguese
mrithi (83) - heir
mshangao (75) - alarm, amazement
mtaa (82) - district, quarter, division of town
mtawa (74) - hermit, recluse
mtelemko (83) - downward slope
mto (80) - cushion, pillow
mustarehe (75) - comfortably settled
mvinyo (80) - wine, spirits
mvua ya mawe (72) - hail
mvuke (72) - steam, also the hot sun after a rain
mwandishi (71) - secretary
mwandishi mdogo (71) - 2nd secretary or under-secretary
mwenye kiti (71) - chairman
mwembe (76) - mango tree
mwewe (74) - hawk
mwovu (78) - a wicked person
mzimu (77) - spirit of dead person, spirits of ancestors or native place of worship
mzoga (72) - cadaver, dead animal

N

nadhiri (81) - vow, solemn promise
naswa (76) - get caught
ncha (75) - point, tip
ndipo (76) - there and then
ndovu (82) - elephant
nena (80) - speak, utter
ngozi (73) - skin
nguruma (76) - growl, roar
ngurumo (72) - thunder
nitakuwa na wasaa (83) - I shall have opportunity
nung'unika (76) - grumble, complain
nyamaza (71) - shut up
nyara (80) - booty, spoils, plunder
nyie watu (75) - you people
nyongwa (79) - to be harassed
nyosha (79) - stretch out
nyufa za macho (75) - slits of eyes

O

ota jua (72) - to bask in the sun

P

paa (84) - small gazelle
paaza sauti (71) - raise voice
paja (83) - thigh
pambazuka (83) - get light, dawn
papasa (83) - grope about
papasa (74) - stroke, rub lightly
pasha habari (81) - spread the news
payuka (83) - talk nonsense, be delirious
pazia (84) - curtain, screen
penya (84) - penetrate
pepesuka (83) - totter
piga chuku (80) - exaggerate
piga teke (75) - kick
piga yowe (78) - to shout
pigwa marungu(79) - to be beaten with a knobkerry
pishana (77) - allow each other to pass
pofu (82) - eland
ponyoka (74) - to slip

R

radi (72) - bolt of lightning
rukwa na akili (80) - lose one's head
rushwa (81) - bribe

S

sadaka (77) - sacrifice
sadiki (78) - believe
sali (74) - pray
shani (84) - a wonder, rare occurrence
shibisha (75) - fill up - feed to satisfaction
shinda (77) - overcome, conquer, surpass, excel, win, pass time, keep on, stay for a time
shtuka (84) - be startled
shughuli (78) - business
shughulika (75) - be occupied
shukrani (72) - thanks, gratitude
shuku (84) - to suspect
sihi (76) - plead, beg
sikitika (78) - be sorry
sonara (78) - jeweller, silversmith
staajabu (79) - to be astonished or surprised
subiri (79) - wait patiently
sultani (73) - sultan
sumbua (77) - annoy, trouble, vex, torment
suria (80) - concubine
suriama (82) - a half-caste

T

-taalamu (80) - educated, scholarly, well-informed
taji (80) - crown
tambaa (77) - creep, crawl
tambika (77) - to make an offering to the spirits
tambiko (77) - offering made to the spirits of the dead
tangulia (71) - precede, go on ahead
tatanisha (76) - complicate, puzzle
tawanyika (71) - scatter
telemka (83) - go down
tetemeka (75) - tremble
thabiti (81) - firm, constant
tia gerezani (79) - put in prison
tia muhuri (80) - seal, confirm, sign
tikisa (75) - shake
timiza (81) - fulfill, complete
tokeza midomo (80) - pout
tone la maji (84) - a drop of water
toswa (77) - be plunged into water, caused to sink
toweka (84) - vanish, disappear
towesha (80) - ruin
toza kodi (80) - collect taxes
tulia (73) - relax, be calm, be quiet
tumbili (78) - small light colored monkey
tumbikia (78) - tumble into
twaa (81) - take
twangwa kinuni (79) - be pounded in a mortar

U

Uajemi (80) - Persia

uawa (79) - to be killed
ububu (84) - speechlessness
udhalimu (81) - injustice, tyranny
udhia (76) - trouble, annoyance
ufafanuzi (80) - explanation, interpretation
uganga (73) - medical skill, including use of magical charms
ugua (83) - groan
uhodari (73) - bravery, skill
uhunzi (78) - work of a smith
ujenzi (81) - construction, building operations
ujumbe (74) - message
ukarimu (77) - generosity, hospitality
ukatili (77) - cruelty, bloodthirstiness
ukingo (75) - bank, edge of river
ukoo (82) - relationship, descent, ancestry
ukungu (72) - fog
ukunjufu (80) - cheerfulness, good temper
umati (71) - crowd
umeme (72) - lightning
unyevunyevu (74) - dampness
upande wa pili (82) - the other side
upanga (79) - sword
upendeleo (81) - favoritism
upeo (84) - furthest point
upeo wa macho (84) - as far as the eye can see
upuzi (84) - nonsense
urujuani (80) - violet (color)
utomvu (75) - sap, juice
utosi (75) - crown of head
utoto (73) - childhood
uzima (73) - life, well being

V

vimba (83) - to swell
vumbi (72) - dust

W

waama (79) - moreover, then
wahi (83) - to be in time
wayo (84) - footprint, track

Y

yatima (80) - orphan
yatupasa (73) - it is proper for us

Z

zahama (79) - confusion, noise
zikwa (82) - to be buried
zikwa mzima (79) - be buried alive
zuka (79) - suddenly appear, pop up